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ABSTRACT

The organizing and administering of day care services are the focus of this handbook. The three parts of the handbook are: (1) Organizing Day Care Services (Starting a Day Care Program, The Board of Directors, and The Staff); (2) Components of Day Care Services (Purpose, Objectives and Evaluation of Day Care Programs; Health and Medical Program; Environmental Safety; Social Services; Psychological Services; Parent Involvement; Volunteers in Day Care Programs; and Family Day Care); and (3) Business Management of Day Care Services (Fees for Day Care Service, Decentralized Budget Development and Administration, Payroll Management, Managing the Purchasing and Distributing Services, Other Desirable Business Management Practices, and The Operations Manual). (DB)

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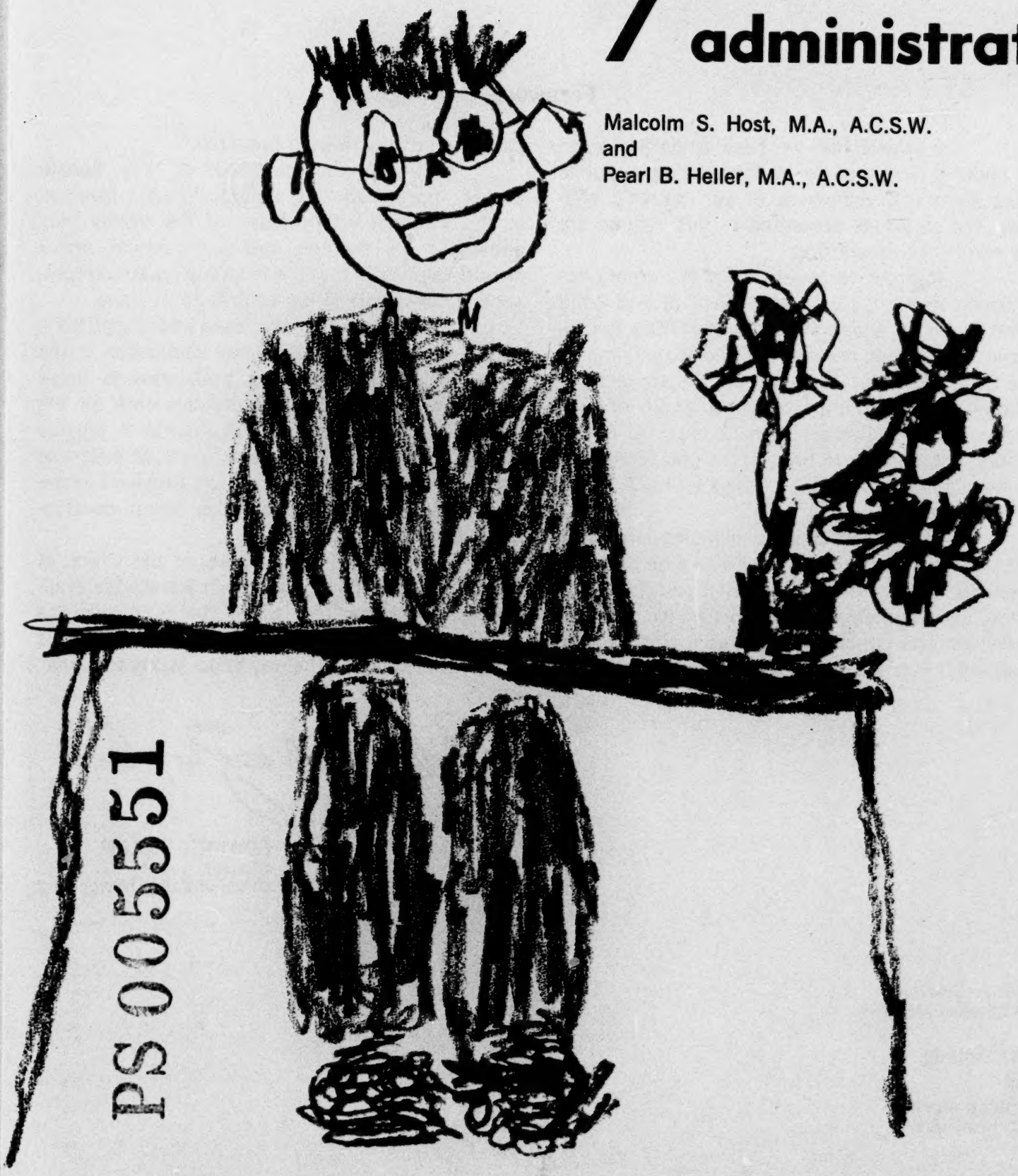

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Foreword

I believe that we have embarked upon an exciting new venture in formulating a public policy for the development of our Nation's children. The materials presented in this volume are one result of this venture.

In order to benefit from the experience of those outside of government, the Office of Child Development, in cooperation with the Office of Economic Opportunity, funded a Child Development/Day Care Resources Project. This Project enabled a broad-based and representative group of non-governmental child development experts, practitioners, and parents to bring fresh perspectives to the questions of methods and goals for the Nation's day care efforts.

The Project included planning, preparing and publishing a series of handbooks on day care practices appropriate for infants, preschool and school age children. In addition, twenty child development and education resource materials were modified for use in day care, and ten resource papers on day care were prepared.

Under the direction of Dr. Ronald Parker, more than 200 individuals were involved in this national effort. Many of the issues they addressed are complex and controversial, and I should emphasize that the following material represents a **consensus** of the contributors' views.

I believe that the ideas and suggestions contained in this and the other handbooks in the series will be of invaluable assistance to those wishing to provide the best possible care for the Nation's children. They do not attempt to provide all the answers or to lay down a set of inflexible rules, however, I regard them as excellent statements of our current knowledge about developmental day care.

It is the responsibility of the Office of Child Development to make such knowledge available to all who can use it. Our goal is to raise the quality of children's lives. The publication of this series is one step on the way to achieving this goal.

Edward Zigler

EDWARD ZIGLER
Director
Office of Child Development

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Preface

Creative administration requires both creative thinking and sound craftsmanship. The ability to think creatively is part of everyone's natural endowment. We, therefore, assume that those who read this book have already been challenged to apply their natural endowment to organizing and operating successful day care services.

Craftsmanship, however, is learned, whether it be that of sculpture, drama, dance, or administration. It grows through study, dedication and experience but is never completely mastered. New materials, new techniques, new ways of seeing the world and of expressing what is seen constantly prod a craftsman to new efforts, new approaches to his craft. This is, and must always be, the attitude of those who would creatively administer such dynamic enterprises as day care services. This Handbook, it is hoped, will stimulate and challenge those who read it to examine their administrative craftsmanship and to strive for greater mastery of it.

Disciplined application of creative thinking and craftsmanship to organizing and administering day care services opens new avenues for service, generates new concepts of organization and administration, and endows services with new sensitivity and responsiveness. Within this book is the distilled experience of many health and social services, as well as day care services, that have attempted the disciplined application of creative thinking and high-quality administrative craftsmanship to their operations. None of these services believe that they have done more than make a modest beginning in their search for more effective and efficient operating methods, but perhaps the experience gained from their efforts will be useful to those wishing to begin their own quest for excellence. If such should be the case, this book will have served its purpose.

The experience of many organizations and the thoughts of many persons have been drawn upon during the preparation of this book. However, special acknowledgment is given to Mr. John Widner, Executive Director, Day Care Association of Fort Worth and Tarrant County; and, to Mrs. Miriam R. Kalmans, Director, and Mrs. Sallie Creuzot, Social Services Supervisor of the Day Care Component, Neighborhood Centers-Day Care Association, Houston, Texas. These colleagues devoted much thought to selecting topics that should be treated in this book, preparing material, and criticizing various drafts of the manuscript. Their dedicated assistance is deeply appreciated.

Acknowledgment is also given to Mrs. Marceleete Womack, Associate Director, Neighborhood Centers-Day Care Association, who, out of her broad experience, raised searching questions that demanded thoughtful answers. Attempts to answer those questions led to greater clarity and precision than would otherwise have been the case, in formulating the practices described in this Handbook.

Partial financial support for this project was provided by the Office of Child Development (OCD) and the Office of Economic Opportunity (OEO), Grant #H-9708, through Research for Better Schools, Ronald K. Parker, principal investigator. The opinions expressed in this publication do not necessarily reflect the position or policy of OCD or OEO and no official endorsement by these agencies should be inferred.

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PART ONE

ORGANIZING DAY CARE SERVICES

Chapter I.

Starting a Day Care Program

Community groups that are interested in starting a day care program should first consult the city, county or state agency that is responsible for the licensing or control of day care programs in order to learn the legal requirements for conducting a day care program. Most states have a licensing law that is administered by either the state welfare, state health or state education department or agency. In larger communities, the city health, fire, and building departments may also have local regulations that must be met, in addition to the state requirements.

Finding out what laws exist and which city, county or state departments are involved in the licensing and control of day care programs can be difficult. Your local health and welfare council or your local health department or welfare department can steer you to the proper authorities. Usually the requirements are minimal and are primarily designed to insure the health and safety of children. The usual requirements cover the type of building used, the amount of space required for indoor and outdoor activities, the provision of a fenced play area, the provision of a safe staff-pupil ratio, nutritious meals, and health and safety regulations. Local zoning ordinances sometimes limit the location of a day care program.

Sponsors will also want to provide a quality program for the children in day care. Qualified personnel are available to assist communities in planning for a top-notch program for children. Contact state and Federal agencies that are responsible for the health, welfare or education of children to learn how to secure planning assistance. Naturally, if your community has experts in any, or all, of these specialties, do not overlook them as resources.

Situating Day Care Facilities

Unless transportation to and from the day care program is offered, the location of facilities is important. Some sponsors prefer situating facilities near the homes of the children served; others, near the parents' work-sites. If neither of these is possible, some sponsors attempt to situate facilities on streets where public transportation is available.

Because of the long hours children are away from home, the travel time for children to reach the day care program should be as short as possible. As this travel usually takes place during the hours when traffic is the heaviest, long-distance traveling can be a safety hazard.

Sponsors will want to decide upon the number and placement of facilities after studying their communities' geography, transportation patterns, location of business and industry, and place of residence of potential users of their service.

In small communities where the day care need is limited, a centrally located facility may best serve the needs of the total community. A downtown church, a vacant store, or a large vacant home may be appropriate—if minimal renovation is possible. In larger communities, a number of day care facilities will probably be necessary, including day care center and family day care homes. Neighborhood-based programs in neighborhood facilities have proved to be successful and should be considered by sponsors.

Sponsors would be well-advised to consult parents who are potential users of the day care service about the most desirable location for a neighborhood facility. Parents know their neighborhood—its needs and its problems. Their knowledge will aid the sponsoring group in making the best choice of location for a facility.

When a tentative facility is obtained, the sponsoring group should then ask for a site-visit by the groups involved in licensing and control of day care programs. Will the facility meet licensing requirements? How many children can the facility serve? What modifications are necessary to meet local and state health, building, and fire requirements?

In addition to meeting local requirements, the facility should be evaluated as to its appropriateness for a quality day care program.

Are the rooms large enough for group activities? Is ventilation good? How much renovation will be required? (An estimate of the cost of renovation should be obtained before a lease or purchase is made as sometimes renovation costs are prohibitive.)

Some communities will want to build a facility specially designed for a day care program. Because state and building requirements differ, there are no standard building plans for a quality day care facility. However, many helpful guides are available for design of a facility in relation to how it is to be used. Contact a competent architect who is willing not only to study thoroughly the existing rules and regulations, but also to visit other day care programs and to read current literature about the kind of programs young children need and study designs which have proven to be most successful. The architect should become expert on programs for young children before he begins developing building plans.

Planning for the Needs of Children

The majority of day care programs presently operating are for children between the ages of three and six years of age. Many parents who work have children younger than three, and an increasing number of mothers return to the labor force after their children enroll in elementary school. Yet, few day care provisions are made for very young or school age children. Obviously, very young children need day care and most authorities agree that children up to fourteen years of age need some type of day care supervision if their parents work. Communities, in developing day care services, should plan for these children.

Day care supervision before and after school may be approached in several ways. The day care program may use its own facilities and staff to offer special activities for school age children. It may encourage other community youth programs to expand their services to provide special programs for these children. Public schools can be encouraged to open their doors before and after school for supervised care. Churches can also be encouraged to offer before- and after-school service in portions of their facilities not used during the week. Whatever plan is used to meet the community need should be of concern to a day care organization. It can work cooperatively with other groups by offering consultation to them or by sharing responsibility with them for a before- and after-school program.

Family day care, which is discussed in detail in another section, offers possibilities for serving both very young children and those of school age. Family day care can be a flexible type of service which cannot only serve children of various ages but also serve them during hours when other facilities may not be open, such as weekends and nights.

Size of Facility

Many sponsoring groups, recognizing the great need for day care, attempt to develop a large day care program under one roof. Programs serving more than 100 children in a facility are not unusual. A large facility may be less expensive to operate. However, several smaller facilities judiciously situated throughout a community may be advantageous because they may be more homelike; may reduce the possibility of children being overwhelmed by great numbers; may provide more opportunities for meeting children's individual needs; and, may reduce travel time, transportation costs, and traffic hazards for both children and parents.

Financing a Day Care Program

Proper financing is necessary to provide a quality program. Any group planning to develop a day care service should have funds to operate for a minimum of six months before it opens a program. Sources of financial support vary. Some programs receive all of their support from one source. Other programs are financed from several sources. Sponsors will need to determine which sources are available to them and how each may be used to assure long-term financing for quality day care programs.

Some day care programs are totally supported by fees collected from parents. This method probably does not allow a program to serve those families in greatest need but is sometimes necessary if there is no other source of funds. Many churches provide facilities, utilities, equipment and maintenance services free of charge, thereby lowering the amount of income necessary to balance the budget. Such in-kind contributions reduce the fees that parents must pay.

Other day care programs receive some financial support from the United Givers Fund, Community Chest, or individual contributions. This community support allows the program to serve some families who cannot afford to pay the full

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cost of care. Obviously, programs that receive more community support can serve more families who cannot pay the full cost of service.

Governmental (local, state and Federal) funds are sometimes available to finance a day care program. Primary emphasis for granting these funds is usually placed on serving low-income families. When Federal funds are used, programs must follow not only state and local requirements but also the Federal Interagency Day Care Requirements. Copies of these requirements can be obtained from either your Regional Office of the Department of Health, Education, and Welfare or the Department of Health, Education, and Welfare in Washington, D. C.

Considerations to be Weighed by Sponsors

The primary reason for organizing a day care program is to serve the community's children whose parents work. In addition, a day care program may be a useful resource for children needing peer group relationships, to provide relief to parents from stresses of child rearing and for many other reasons. Sponsors must examine certain realities that will influence their planning for day care services. The three discussed below are, perhaps, the most fundamental to effectively initiating a day care program.

The sponsor's capability is of paramount importance in sound planning for community day care programs. A newly organized sponsoring group, for example, will need to consider what it can realistically undertake as its beginning program. Perhaps a phasing-in plan will be desirable to afford the sponsors and staff opportunities to gain operating experience in a small-scale operation before a full-scale day care program is launched.

Established organizations or institutions that contemplate incorporating day care services into their programs will want to assess their capabilities just as carefully as will newly organized sponsoring groups. Organizations or institutions will need to determine the size and scope of their initial day care programs in terms of the amounts of experienced staff and of financial resources that can safely be diverted from their existing programs. Again, a phasing-in plan may provide some of the needed answers for organizations or institutions.

In short, sponsors will need to be realistic about their capabilities. It is well to start with a package that makes possible quality service while providing a foundation for orderly expansion of day care services to the community. Expansion can come as rapidly as it can be assimilated, but starting too much too soon may be disastrous.

The community's need for service must be taken into account by sponsors if realistic plans are to be made. Information about these needs can be secured from the health and welfare council, the local, county and state welfare agencies, the school district, and the Census Tables, when they are available. Not only statistics, but also expert opinion should influence sponsors' decisions about priorities for service. Eventually, it is to be hoped, the day care program will adequately serve all of the needs of the community. In the beginning, however, it is probable that sponsors will have to decide which services among those most needed can best be delivered by them.

The extent of community support for a day care program is a basic consideration that sponsors must assess. If the community, through its leaders, expresses concern for providing day care service for its children and, if parents of children to be served are effectively involved, sponsors will probably be able to plan more definitively and more rapidly for initiating a day care program. On the other hand, if the community has not made its concern explicit, and parents of children expected to benefit from the program are not involved, sponsors may need to undertake an interpretation program to marshal opinion in support of its projected program. If community attitudinal support can be developed and focused, community financial support will probably be easier to obtain.

It is well to remember that community and parent support for day care programs will ultimately rest on the sponsor's ability to demonstrate that its program operates efficiently and effectively and that the goals of parents for the development of their children are being met. Support may be initially stimulated by appeal to the emotions of the residents, but the support will vanish unless a sponsor delivers what is promised.

Coordinating Community Day Care Programs

Any group planning to initiate a day care program in its community will need to determine

how it can best coordinate its services with other day care services that may exist. Coordinated services usually serve the consumers of services and the community more adequately and more economically.

The Federal government encourages coordinated day care services by channeling Federal funds for these services through local Community Coordinated Child Care (4-C) Councils. Groups who contemplate offering community day care services need to establish a working relationship with their local 4-C organization early in their planning.

If communities lack a defined method for coordinating child care services, sponsors of new services need to make an effort to coordinate their plans with those of any existing child care services in their communities.

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Chapter II.

The Board of Directors

A community program should be directed by a group of citizens who are interested in day care services. Consumers of the service (parents of children) should be represented on the governing body. Accepting board membership is an important community service and carries much responsibility. The board of directors of a day care program has responsibility to the community, the parents who use the service, the staff of the program, and the children the program serves.

The **community** looks to the board to provide day care service for the families and children who need it. The community entrusts funds to the board so that day care service can be of a quality and quantity which will be beneficial.

The **parents** look to the board to provide the type of service necessary. They enroll their children in the program with the belief that the program will meet the health, education and social needs of their children.

The **staff** of the program looks to the board to create sound and workable policies through which they can develop the program and provide the needed service.

But especially, the **children** look to the board to provide the kind of persons, buildings, equipment and philosophy which will make their days happy, stimulating and creative.

Legal Requirements for Organizing a Board

If a day care program is sponsored by an institution or organization that is already chartered, its attorney can establish whether or not it can undertake a day care program under its charter and can suggest what, if any, changes in its charter are required.

If the sponsoring group is not chartered, it will need to take action to become a legal entity within the state in which it operates. Usually, incorporation as a non-profit organization will be desirable.

Each state has legal requirements for the formal organization of a corporation. In most states, articles of incorporation consistent with state regulations are required to be submitted to the Secretary of State for approval. An attorney who is familiar with state law should be consulted about developing this document. Bylaws of the organization also need to be developed by the board to state its own functions and how it intends to discharge them.

The Internal Revenue Service has ruled that in certain circumstances, non-profit organizations formed to operate day care programs may be exempt from Federal income taxes. A ruling from the Internal Revenue Service on a particular program is necessary to exempt it from Federal income taxes and to allow donors to list gifts to the organization as tax deductible.

Selecting Board Members

Board membership is a responsibility to the community and should be taken seriously. Few agencies can afford board members who are interested in having their names on letterheads, who have little active interest in the program, or who are unwilling to give the time necessary to set policies and to give direction to the program. A good board member keeps informed about the organization's program; about how this program relates to other services in the community; and, about the program's effectiveness in accomplishing its purposes as set forth in the bylaws.

Selecting board members who are responsive to and representative of the entire community is a continuing obligation of day care program sponsors. A sponsor will need to look carefully at the composition of its community and to make every effort to develop a governing board that represents a cross-section of the community. For example, board members should be sought from all socio-economic strata; from many ethnic and religious groups; from various political persuasions; and, from the ranks of professional, trade and other interest groups that are a part of the community's life. It is particularly important that parents of children served in the program are members of the board.

At the same time, a sponsor will want to determine how many board members are needed to assure that the program can be operated effectively. Boards that are either too small or too large are detrimental to effective operation. A sponsor will probably wish to select each board member primarily for his interest in the program, but will want to take into consideration how each member

will contribute to the creation of a board that represents the entire community.

Community institutions, organizations and groups are possible sources from which to draw potential board members because these groups have purposes that are known to the community and, usually, members of these groups are committed to those purposes. If the groups' purposes are akin to those of the day care program, it is probable that board members recruited from these sources will be interested in helping to guide the day care program.

If they are to offer effective guidance, board members will hold a conviction that the program is important. They will seek not only to understand the organization's purposes, but also to strive to view the organization within a context of changing community needs. When new needs emerge, board members will be receptive to making the changes in established structures, policies and practices required to fulfill these needs. They will also be aware of the difference of function assigned by the organization to its board and its staff. Board members should be expected to have the interest and to take the time to serve on committees, to attend meetings as regularly as possible, to know the staff, to visit the facilities, to offer constructive criticism of the program through appropriate channels, and to know the new developments in the field of child development and early childhood education that affect the day care program.

Rotating Board Membership

Community groups suffer when they permit governing boards to be self-perpetuating. Rotating membership permits persons with new ideas, new perspectives to serve on the board and permits the most dedicated members to withdraw for a time so that they may return with a fresh view of the program.

Most community organizations make provisions in their bylaws not only for the length of board members' terms of service, but also for the number of consecutive terms that members can serve. The length of members' terms of service varies, with terms of two, three, and four years being most common. How many consecutive terms members may serve should take into account the length of the term for which members are elected.

Newly organized governing boards usually initiate their rotation plans, after they have been formulated, by some impartial determination, such as drawing lots for staggered terms. For example, if a board has adopted a three-year term of service, one-third of the members would serve for one year; one-third, for two years; and, the remainder, for three years.

Organizing the Board

After a charter or articles of incorporation has been granted, the board will want to draft bylaws that establish how it will discharge its responsibilities. A recognized parliamentarian or parliamentary publication can suggest the topics that bylaws usually cover. Each board will have to decide the particular offices that it requires for effective operation and the particular standing committees that will be needed to assure reasonable distribution of responsibility and workload.

When the bylaws are drafted, care should be exercised to assure clear statements of the duties of each office and committee. No overlapping of duties should exist, nor should there be any language in the statements that can be interpreted in more than one way. An organizational chart can help the board to clarify who is responsible for what.

Board Responsibilities

Most governing boards of day care programs have the following three primary responsibilities:

- to establish, and continually re-examine and modify, the organization's policies;
- to assure adequate financial support for the organization;
- to interpret the organization's purposes, achievements and problems to the community.

Some of the particular tasks that will fall to the board will be these:

- determining the general program of the organization and the policies that will govern the program;
- compiling and approving an annual budget;
- securing needed financial support for the organization;
- securing physical facilities needed by the organization;
- hiring an executive officer who can administer both the program and business aspects of the organization's operation;
- endorsing the work of the organization within the community;

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- evaluating the program in the light of changing external and internal needs.

Usual Standing Committees

The size of the day care program will, of course, dictate the number of standing committees that the governing board will want to establish and the number of members who will serve on them. Generally, there will be a committee to carry responsibility for each component of the day care program, but some situations may suggest that related services can be adequately handled by the same committee.

Committees can be valuable even when the governing board is small because they distribute responsibility and workload. They also are a means for assuring that each board member remains close to some aspect of the program.

The informality of working as a single unit and of conducting business by verbal reporting and discussion is undoubtedly pleasant and easy for a governing board. However, the long-range interest of a program can be better served if written reports and recommendations are adopted early in the life of the organization. New board members and new staff members will be able to understand the organization more readily and more completely if they can follow the development of the program in written records. All committee assignments should be clearly stated and committee members should be willing to devote serious thought to the assignments.

The usual standing committees that day care programs find helpful and the committees' usual responsibilities are given below:

The Executive Committee is usually composed of the elected officers of the board. It carries on the board's business between meetings and is usually authorized to act for the board in emergencies. The board will want to be certain that the Committee regularly reports its actions between meetings to the full board, and that it does not usurp the board's functions. The limits within which this Committee is empowered to act without calling special meetings of the full board should be clearly stated in writing and formally approved by a vote of the board at a regular meeting.

The Finance Committee is responsible for making recommendations to the board about financial management of the program. It compiles the annual budget, analyzes income and expenditures, recommends methods of financing the program and possible sources of funds.

The Committee will need information and recommendations from other committees about each program component's financial requirements if it is to discharge its responsibility. Procedures will be needed whereby all committees formulate their financial requirements and make their recommendations well in advance of the Finance Committee's consideration of the organization's financial needs. Such items as new personnel requirements and salary increments; maintenance, repair or purchase of facilities; purchase or repair of program equipment and required amounts of program supplies; legal regulations and required insurance coverage; and other needs of each component should be available to the Finance Committee when it begins its work.

In addition, the Committee will want to have current financial reports, previous budgets, auditors' reports, insurance records, and directives from funding bodies at hand. It will also, most certainly, want to work closely with the executive officer while it considers the financial needs and funding possibilities of the organization.

The Personnel Committee is responsible for assuring that the organization has adequate numbers of personnel and that they are appropriately prepared to execute its day care program. It will also want to study staff turnover and to assure that the organization remains in a position to attract and keep the amounts and types of personnel it requires.

The Committee usually prepares personnel practices, job descriptions for staff positions, salary ranges and qualifications for staff positions, and recommends their adoption to the board.

Recommendations for staff salary increments are usually originated by the Personnel Committee.

The Committee will want to continually review the organization's personnel policies to assure that they reflect community standards and that they incorporate current thinking about desirable practices in the field of personnel administration.

The Health and Medical Committee recommends to the board the health and medical standards and practices for the organization and, after board approval, initiates and monitors the health and medical program.

The Committee will want to have available to it copies of legal requirements for health and medical services that the day care program must adhere to; records of the health and accident experience of the organization that relate to children in care and to the staff; statements of costs of the health program; lists of community health and medical services being used by the organization; copies of forms in use for health recording and reporting; copies of reports of inspections made by licensing bodies and of observations by its own observers; and, current insurance coverage, regulations and forms.

The Building and Grounds Committee is usually responsible for long-range planning for the acquisition, renovation, repair and maintenance of real property and major equipment. It can be assigned the responsibility for environmental safety, if the board wishes.

The Committee will need to have available to it records of the property holdings of the organization, including current appraisals of their value; projections of the organization's future property needs; copies of legal regulations applicable to the buildings and grounds owned, leased or rented by the day care program; cost records of expenditures during the past year for purchase, rental, lease, renovation and repair of buildings and grounds; and, blue prints (or sketches) and specifications of buildings and grounds being used for the day care program.

The Program Committee is usually responsible for recommending policies for the program offered to the children in care and to their parents.

The Committee will be concerned about the educational opportunities that children and parents receive; the in-service training program for those who care for the children; and the assessment of present program offerings, equipment and materials in the light of changing community needs and of changing practices in child development and in early childhood education.

The Committee will want to have available to it copies of legal standards that are applicable to the organization's program content and methods, records of the current in-service training program; records of the present parent education program; copies of program evaluation forms presently used by the organization; copies of reports of inspections by regulatory bodies; and, reports of observations made by its own observers.

The Social Service Committee (Case Committee) is responsible for recommending policies governing the social services offered to families of children in care and for monitoring and evaluating the social services offered.

The Committee will want to have available to it current reports of the amounts and kinds of social services being rendered, copies of the current percentage of all income that the fees represent, copies of present enrollment (intake) policies and of forms used in the enrollment process, copies of the materials given to parents when children are enrolled, and copies of reports of regulatory bodies that are applicable to the social services offered.

The Nominating Committee is, perhaps, the key committee in a well-conceived day care organization because it determines the quality of leadership that the organization can command. Although the Committee is most active before annual elections, it should be continually seeking potential board members who are interested in the day care program and who can be helpful to it.

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The Committee will want to prepare its slate of officers and potential board members well ahead of the meeting at which elections take place, usually designated as the annual meeting. Each person nominated should meet the requirements established in the bylaws for board membership and eligibility to hold office; and, each person's consent must be obtained before his or her name is placed in nomination.

The Committee also nominates persons to serve the remainder of unexpired terms on the board when vacancies occur between annual elections.

The Committee will need to have available to it copies of the organization's bylaws; a list of current board members with notations of the year in which each member's term expires and of the number of consecutive terms each has served on the board; lists of new potential board members that include information about them that will aid the Committee in making appropriate nominations; records of present members' attendance at meetings; and, names of former board members and their reasons for leaving the board.

The Committee will also wish to know what board positions present board members hold and those held by past board members.

The Orientation Committee is responsible for assuring that new board members are given information about, and understanding of, the day care program's purposes and policies; the responsibilities of the board and staff; and, the scope of the program. The Committee assures that new board members visit the organization's facilities, observe the program as it operates, meet key staff members and other board members, and become active in the board's work as quickly as possible.

The Committee will want to make full use of the staff, especially of the executive officer, as sources of assistance in preparing new board members for their duties. As part of the orientation process, the Committee will want to provide new members with copies of the organization's bylaws; administrative and personnel policies; and the board's handbook for its members.

Advisory Groups

Governing boards of day care programs will find advisory groups to be valuable adjuncts to the organization. The kinds of advisory groups that day care programs will usually find useful are parent advisory, technical advisory, and policy advisory groups. In addition to serving on the board, provision should be made for parents to be represented on policy advisory groups because they, as consumers of the services offered, can offer invaluable assistance in developing policies and practices that are realistic and effective.

Policy advisory committees help to develop programs, advise about staff recruitment and selection, initiate suggestions for program improvement, and act as a channel through which complaints about the program can be made.

Board Records

The board will need to keep minutes of its regular and special meetings; minutes of the regular and special meetings of committees appointed by it; copies of resolutions and recommendations submitted to it; correspondence directed to the board and initiated by it; names, addresses, phone numbers, terms of office, and positions held by present and past board members; the organization's charter or articles of incorporation; copies of the organization's bylaws; and, lists of members of committees appointed by the board.

The board may assign its record-keeping responsibility to the executive officer, or his delegate, or may retain responsibility for certain records. The accuracy and completeness of the records that relate to the board's functioning are always its responsibility.

The board is also indirectly responsible for the accuracy and completeness of all records of the organization. The direct responsibility for record-keeping is usually carried by members of the staff.

Board Members' Handbook

Both the membership of the board and

the policies and programs it initiates will change, if the organization is functioning as it should. Some plan must be provided for keeping old members informed of changes and of providing new members with the information they require to function effectively. Perhaps the simplest plan is to develop a handbook which contains such basic information as:

- brief history of the organization;
- copy of the bylaws;
- copy of the organization's statement of purpose;
- list of board members with addresses, phone numbers and their board offices or positions;
- list of standing committees and the current chairman of each;
- copy of current personnel practices;
- list of facilities used by the program with addresses of each and name of staff member in in charge;
- list of key staff members, their titles and locations of their offices;
- board's current annual work schedule;
- calendar of dates of board meetings and of special events of importance to board members;
- organizational chart;
- brief description of each service offered by the day care program;
- sample of children's daily program schedule.

It will be helpful to use a sturdy, loose-leaf binder for the handbook. Each board member may wish to add his copies of minutes, and financial and other reports to his book.

Information can be kept current by distributing copies of changes at regular board meetings.

Although new or small organizations may reject the need for such a handbook on first thought, the rejection is unwarranted. Organizations can begin compiling a handbook when there may be little information to place in it. But as growth and change come, the existence of a means for informing board members and for keeping them informed will prove to be worth the effort expended. Indeed, much more effort will be required to create and initiate such a system when the need for it becomes pressing; and, the time of most pressing need will come when the board and staff have little time to devote to the project.

COMMUNITY DAY CARE ASSOCIATION BYLAWS

ARTICLE I.—NAME

The corporate name of this Agency is the Community Day Care Association whose administrative office is located in the City of .....

ARTICLE II.—PURPOSE

In the exercise of its charter powers, the Agency aims to promote child development through:

1. The operation of group day care centers.
2. Supervision of agency family day care homes.
3. Establishment of new centers when need is proven and money is available.
4. Give leadership in setting standards of good day care practices.
5. Establishment of homemaker programs and cooperation with other agencies in promoting child development.

ARTICLE III.—BOARD OF DIRECTORS

Sec. 1. The corporate powers of the Agency are vested in the Board of Directors, who shall control all matters of policy and expenditure of funds of the Agency.

Sec. 2. The Board of Directors shall consist of a minimum of twenty-one (21) and a maximum of forty (40) members.

Sec. 3. A quorum for the transaction of any business shall be a majority of the number of Directors as stated in the articles of incorporation, and the act of the majority of the Directors present at a meeting at which a quorum (15) of the Directors is present shall be the act of the Board of Directors.

Sec. 4. No person who has served as a Director for two consecutive terms shall be eligible for re-election until one year elapses, unless such person shall succeed to the Presidency during the year of the expiration of his term of eligibility, in which case he shall automatically continue as a Director and as a member of the Executive Committee for one year after his term as President.

Sec. 5. There shall be a minimum of eight (8) meetings a year.

Sec. 6. It is the duty of the members of the Board of Directors to attend meetings regularly. If a member misses two consecutive meet-

The name—Community Day Care Association—used in this book, is fictitious. Any resemblances to the name of any actual day care organization is purely coincidental.

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ings without valid reason it shall be the responsibility of the Secretary to advise him that after the third consecutive absence he will be replaced on the Board of Directors.

Sec. 7. The Board of Directors, by resolution adopted by a majority of the Directors in office, may delegate to the Executive Committee, as hereinafter provided for, the management of the affairs of the Agency for a specified interval of time.

ARTICLE IV.—OFFICERS

Sec. 1. The Directors shall elect annually from their number a President, a First Vice-President, a Second Vice-President, a Secretary, an Assistant Secretary, a Treasurer, and an Assistant Treasurer, who shall collectively constitute the Executive Committee. All officers shall be elected for a term of one year, and no officer shall succeed himself more than once.

Sec. 2. The Executive Committee may invite the Chairman of a standing committee when the business concerns the work of that committee, but such Chairman of the standing committee thus invited shall have no vote in the matters to be voted on by the Executive Committee.

Sec. 3. When there are two or more past-Presidents, they shall be known as honorary Presidents serving as an Advisory Committee to the Board.

Sec. 4. The President shall preside at all meetings of the Board of Directors and shall be ex-officio member of all committees except the Nominating Committee.

Sec. 5. The First Vice-President, in the absence of the President, shall preside and perform his duties; or, in the absence of both, the Second Vice-President shall preside and perform the duties of the President.

Sec. 6. The Secretary shall record and preserve the minutes of all meetings of the Board of Directors and keep an attendance record.

Sec. 7. The Assistant Secretary shall, in the absence of the Secretary, perform the functions of the Secretary.

Sec. 8. The Treasurer shall have the responsibility of keeping the Board informed of the Agency's financial status. The Treasurer shall countersign checks in excess of a designated amount as authorized by the Board. He shall be a member of the Finance Committee.

Sec. 9. The Assistant Treasurer shall perform the duties of the Treasurer in his absence.

ARTICLE V.—STAFF

Sec. 1. There shall be an Executive Director and such other members of the staff as the Board of Directors shall deem necessary to carry on the work of the Agency.

Sec. 2. The Executive Director shall employ such staff as are required to carry out the purposes and objectives of the Agency in accordance with policies established by the Board of Directors. The Executive Director shall keep the Board fully informed on all aspects of the Agency program, and shall keep a record of all information of value to the Agency and shall be the medium of communication between all departments of the Agency and between the Agency and the community.

ARTICLE VI.—ORGANIZATION

Sec. 1. The work of the Agency shall be organized under the standing committee named in Article VII. of these Bylaws, and under such other committees as shall be authorized by the Board of Directors.

Sec. 2. The membership of all committees, excluding the Executive Committee, shall be appointed by the President.

ARTICLE VII.—STANDING COMMITTEES

Sec. 1. Committee on Personnel
This committee shall:
a. Recommend to the Executive Committee for employment of an Executive Director.
b. The Executive Director may confer with the Personnel Committee on matters pertaining to personnel and they shall serve as a review board in personnel procedures.
c. Review annually and subject to the approval of the Board, revise personnel practices, job descriptions, and salary scales.

Sec. 2. Committee on House and Grounds
This committee shall:
a. Handle problems in connection with obtaining equipment and maintaining office quarters for the Agency and the day care centers.

Sec. 3. Committee on Finance
This committee shall:
a. Prepare the budget with the Executive Director for presentation to the Board.
b. Assist in obtaining the funds necessary for the operation of the Agency.

Sec. 4. Program Committee
This committee shall:
a. Have responsibility for recommending to the Board, policy dealing with the Association's day care program.

Sec. 5. Case Committee
This committee shall:
a. Recommend to the Board, policies dealing with the social service aspects of the Association's program.

Sec. 6. Public Relations Committee
This committee shall:
a. Recommend to the Board, policies dealing with Association programs to interpret the work of the Association to parents and the general community.

Sec. 7. Nominating Committee
This committee shall:
a. Present a slate of officers at the January meeting. Additional nominations may be made from the floor.
b. Present names for election to the Board of Directors.
c. Present names to fill vacancies of offices as they occur.

ARTICLE VIII.—AMENDMENTS

These Bylaws may be amended at any regular meeting of the Board of Directors at which a quorum (15) of Directors is present by a two-thirds (⅔) majority vote at such meeting. Notice of the general character of any proposed amendment must be mailed to the membership at least ten (10) days prior to such meeting.

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Chapter III.

The Staff

Staff selection and development is, perhaps, the most important element in successful operation of a day care program. The staff creates the atmosphere in which the children in care are going to remain for large portions of each day. It is the staff's responsibility to create an atmosphere in which learning can take place and in which each child's particular needs are identified and fulfilled. The staff develops a partnership with parents to promote the well-being of the children in care and makes it possible for parents to discuss their concerns with the expectation of receiving support and assistance in dealing with them.

Staff members need to possess personal attributes such as dedication, warmth, sensitivity, emotional stability and maturity, patience, ability to develop trusting relationships with children and adults, and good health. They also need to be qualified by knowledge and experience to assume the responsibilities of the positions to which they are assigned. Day care programs, by their nature, make great demands upon the physical and emotional energies of staff members. Staff members work directly with the children for long hours. They must be prepared to offer intelligent help to parents whenever parents request it. Staff members must observe many regulations, policies and procedures in the process of doing their work. They must be constantly alert to prevent children in their care from suffering either physical or emotional harm. Their jobs require self-discipline of a high order. At the same time, staff members have families that they have the right to enjoy and personal lives that they have the right to pursue.

A governing board will want to consider carefully how it can protect its staff from as many pressures as possible, while requiring it to render high-quality service to the children and parents who use the day care program. Some of the means that a board will want to use to achieve these objectives will be described in this chapter.

Written Personnel Policies

It is impossible to overemphasize the value of having clearly defined personnel policies in writing and of putting them into the hands of every board and staff member. No employee should have to guess about the conditions under which he works, and no governing body should be unsure about what it demands of its employees. Staff morale, stability and effectiveness depend upon the extent to which it knows, accepts, and can rely upon its employment conditions.

Personnel policies are usually developed by the Personnel Committee of the governing board. The Committee often adds some staff members to its membership so that the staff point of view can be reflected in the practices recommended by the Committee.

There are no uniform personnel policies for day care programs throughout the country. Questions which have plagued personnel committees are: Should day care practices be similar to those of the Public Schools? To other social agencies? To the industrial world? What is a reasonable vacation period for persons who work daily with children? Should sick leave be granted when a staff member is required to remain at home with a sick child? Can volunteers be used to "fill in" during vacation and sick leave periods?

The Committee will want to gather information from the school system, other agencies, and industry about local personnel practices. Because policies for personnel are changing rapidly throughout the country, the organization's policies should be reviewed annually.

The usual subjects covered in personnel policies are these:

- length of work day and work week;
- holidays that are taken with pay;
- sick leave provisions, including some statement about leave not used;
- vacation time, including a statement about time not used;
- fringe benefits offered and how they are paid for;
- tenure provisions, including probationary period, if one is required;
- resignation and termination procedures;
- grievance procedure;
- educational and training leave;
- reimbursable expenses;
- health and medical requirements;
- basis of wage and salary calculation.

The Personnel Committee will want to be guided by both prevailing community practice

and recognized personnel administration principles in developing the organization's personnel practices.

Job Description and Staff Organizational Chart

Closely allied to formulating personnel policies, are the tasks of writing job descriptions for each staff position within the organization and of developing an organizational chart which shows the relationship of each position to the others within the organization.

The Personnel Committee is usually assigned the task of developing the job descriptions and the staffing chart. The Committee may wish to secure technical advice from persons in the personnel or employment fields about desirable ways to go about describing the jobs in the day care organization. Sometimes only the job is described. Sometimes the desirable qualifications for persons who work at the jobs are included. The choice of form should be that which is most helpful to those who will use the descriptions.

Wage and Salary Structure

Just as no national personnel policies are available to guide day care organizations, neither is there wage and salary information that is applicable to all day care programs. How much to pay workers in each category, from experienced professional staff members to inexperienced clerks or aides, must be determined by each organization, within any applicable legal requirements, and within the policy stipulations set down by funding bodies.

The Personnel Committee will want to study prevailing wages and salaries in the community and to determine what other social service organizations are paying employees with skills and experience comparable to those that the day care program requires. Finally, the Committee must assess the labor market to determine the likelihood of securing enough persons with the proper skills and experience to staff the day care program. If the labor market is tight, the Personnel Committee may wish to recommend to the governing board that the wage and salary structure be generous enough to attract properly prepared personnel, but that it not endanger the wage and salary structure of the community's health and social service program.

When the organization finds itself in a favorable labor market, it will want to design a wage and salary structure that will protect its operation in the longer view. It is possible to set the wage and salary structure quite low and to provide for small and infrequent pay raises in the sincere belief that the organization is being fair to its employees and that it is husbanding the money that the community has entrusted to it; and, the organization may be able to hire persons to work for the wages or salaries it offers. The most common results of such planning area: 1.) the organization finds itself with a staff that could not qualify for jobs that paid more; 2.) the organization becomes a training institution for other social service organizations because employees who gain experience and increase their competence are often employed by other organizations whose pay scales are more attractive; and, 3.) the organization suffers all of the dislocations in operation and in quality of service that grow out of rapid staff turn-over occasioned by many employees finding jobs that pay them more money.

Wage and Salary Administration

Although wage and salary administration is usually an administrative tool in large organizations, small ones can put some of its principles into effect with beneficial results. The purpose of designing a plan for wage and salary administration is to equalize as nearly as possible the pay of workers who do different tasks, but whose working conditions, energy output, responsibility, skill, and mental requirements are similar. Wage and salary administration also attempts to provide some orderly method for granting increments to workers, rather than relying exclusively upon the judgments and recommendation of immediate supervisors or department heads.

Any organization can study its job descriptions, assuming that they were carefully prepared, and can find similarities in working conditions, energy output, responsibility and required skill and preparation among the jobs. The wages or salaries assigned to these jobs should be compared and any great differences among them should be explained. Every organization that makes the effort to compare the demands of its jobs will identify at least a few that are either underpaid or overpaid. Sometimes the differential is entirely justified; sometimes it is not. All employees are better served if their pay is within a

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range that is applied to others who put forth similar effort.

Wage and salary ranges, rather than a single figure, for each job in the organization permit more skilled employees, more experienced employees, and those who put forth extra effort to receive increments in pay as recognition for their extra capability.

Although supervisors' evaluations and recommendations should always be considered carefully in decisions affecting the granting and withholding of raises in pay, an organization may want to add other criteria such as tenure, evaluations by previous supervisors, the cost of living in the community, additional preparation for the job undertaken by employees, added responsibility assigned to employees, or other pertinent considerations. The general guideline should be that employees are not entirely dependent upon their supervisors, or even upon the executive officer, for pay increments. Merit raises should never be abandoned, but merit is too often in the eye of the beholder and good employees can be lost because they are not meritorious in someone's eyes.

Hiring Practices

Some hiring practices are regulated by law. Others will need to be tailored for the organization. There are some practices that are generally accepted because they ease the hiring process for applicants and the organization.

Written applications for employment are essential. The Personnel Committee will want to devise separate application forms for professional, clerical, para-professional and service applicants. Forms should be as simple as possible. Questions should be stated without ambiguity. All questions should be factual and related to the category of positions for which the form is used. They should always provide spaces for the date upon which they are completed and for the applicant to state the salary he expects.

Some applicants may need assistance in completing forms because of limited education, inexperience with forms, or language handicaps. The fact that they cannot cope with forms should not prejudice their application unless the position for which they apply requires verbal facility.

Interviews with potential applicants should not be inquisitions, although they should be thorough enough to elicit all of the information about applicants that the organization requires to make decisions that are as fair as possible to the organization and to applicants. It is desirable to arrange more than one interview with applicants. Sometimes, especially for key positions in the organization, applicants will be interviewed not only by the supervisor of the position to be filled, but also by the executive officer. When other positions are to be filled the interviewing and the hiring is often done by the supervisor of the position.

The applicant should be given a careful explanation of the position and its requirements. The position should neither be oversold nor undersold. The salary expectation of the applicant and the salary which the organization has allocated for the position should be compared and discussed during the first interview.

References should be not only required but also checked.

When an applicant is hired, he should be given a copy of the organization's personnel policies and of his job description. He should complete his Withholding Tax form and be placed on the payroll as of the effective date of his employment. If he has not, as yet, met his immediate supervisor, or the other staff he should be escorted to his job location and introduced.

When a new employee reports to work for the first time, the practice should be to have his work place already prepared, to have a place for him to put his personal belongings and to have a plan for him to read selected material that is relevant to his position, and to observe, confer, or assist staff members who do work similar to or related to the work he is to do. Never overlook the importance of showing a new worker where the rest room, the lunch room, and the staff lounge are located and where he is expected to park his car, if he uses one to drive to work. Be sure to tell him about coffee breaks, and whether he is expected to contribute to a "coffee kitty" or to purchase his coffee outright. Knowing the small details of organizational routine can do much to put a new employee at ease and to hasten his adjustment on his job.

Staff Development

Day care programs usually find that their operations are more effective and efficient if they follow a plan for staff development. Staff development programs should be tailored to each organization's particular needs because there are

many considerations that must be taken into account when staff development plans are being made. For example, the numbers of experienced and inexperienced staff members influence what topics are covered and how they are presented. Other considerations may be such things as the educational attainments of staff members, length of time that the day care program has been in operation, developments in the fields of child development and early childhood education, and the organization's identification of areas of staff functioning which need special attention.

Generally, the Personnel Committee is responsible for developing, initiating, and monitoring the staff development program offered by the organization. Some of the points that usually receive attention are:

- orientation for new employees consisting of some combination of formal and on-the-job activities;
- planned discussion groups, seminars, speakers, field trips, workshops, and the like for all personnel and for categories of personnel, such as teachers or housekeepers;
- staff meetings that are planned to achieve training objectives, as well as administrative ones;
- conferences, institutes and workshops that are conducted by other organizations and that are helpful to selected personnel;
- provision for educational leave, sometimes coupled with financial assistance.

Effective staff development is not a matter of chance. It requires planning, flexibility, awareness, and, most of all, commitment to challenging a staff to become as proficient as possible, and to investing the amount of time, energy and money required to provide realistic staff development opportunities.

Staff development is a continuing activity that should not be laid aside every time the organization faces increased demands upon it. The organization needs to accept the challenge of meeting the demands it faces in a reasonable manner without sacrificing the long-range advantages of its staff development program.

Supervision

Supervision of the staff in day care programs always has educational and developmental objectives as well as administrative objectives. Staffs of day care programs should be able to receive from their supervisors new understanding of the children in care, the entire day care program, and their own roles in it in addition to their instruction in administrative policies and procedures, and in the techniques of adequately performing their jobs.

Staff Evaluation

The Personnel Committee usually provides for regular, periodic evaluations of the staff's performance. Such evaluations should be objective and should be prepared at specified intervals. They should cover the same items for all employees in a particular category, should be discussed with the employee, and studied by whomever supervises the persons who prepare the evaluations.

There are many evaluation techniques in use. A common one is a form which permits the evaluator to rate each employee on the same items. Each organization will decide how it wants to conduct its staff evaluation, but whatever procedure it adopts should obtain similar results when used by different evaluators and should remove as many subjective judgments as possible from its procedure.

Resignation and Termination Procedures

Policies relating to severance pay, accrued vacation and sick leave, length of notice to be given and other aspects of employees' resignations or terminations vary among day care programs. There are no standards, but each organization will want to establish policies that are fair to employees and to the organization. The procedures adopted to execute the organization's policies should be simple, routine and preserve the dignity of both the employee and the organization. Sometimes exit-interviews with employees who leave the organization can be helpful tools for formulating revisions not only in personnel practices but also in operating procedures throughout the organization.

Another consideration that organizations will want to bear in mind is that a high rate of personnel turn-over is not only suggestive of genuine problems within the organization but is also an expense to the organization. Grievance procedures can reduce turn-over if they are fair, simple and are carried on in an atmosphere of respect and trust. Other efforts such as transfers, restructuring employees' jobs, and sometimes reducing the hours of work help an organization to retain competent employees who either contem-

plate leaving or in some cases, are recommended for termination.

If it becomes necessary for the organization to reduce its staff because of such occurrences as severe curtailment of funds, major revisions in its programs, or its consolidation with another organization, it may feel a moral obligation to inform its employees as early as possible of the impending reduction in force and to undertake a planned effort to assist the affected employees to find other jobs. The Personnel Committee members may wish to personally explore employment possibilities for these employees and to directly assist them in finding suitable work.

Personnel Records

Personnel records include all of the information that an organization acquires about each of its employees. These records are always confindential and should be protected in locked files for which a very few persons have keys. Small organizations may place these files under the direct supervision of the executive officer. Larger organizations may place them in another department where their confidential nature is understood and where access to them is carefully controlled.

It is usual to have a folder for each employee in which the following records are kept:

- employment application;
- references;
- reports of physical examinations, physicians reports after illness, and other records pertaining to the health of the employee;
- correspondence relating to the employee;
- record of employment and termination dates;
- performance evaluation reports;
- records of transfers, promotions, salary adjustments, and the like;
- reports of conferences with the employee;
- information or statements that the employee wishes to have included in his personnel file;
- record of exit interview, if there was one;
- record of requests for references received.

In most organizations, the payroll information for employees is treated as part of the financial records, rather than as part of the personnel records.

COMMUNITY DAY CARE ASSOCIATION

APPLICATION FOR PROFESSIONAL EMPLOYMENT

Date_____

Position applying for:

Minimum Salary Acceptable:

Application of Applicant

Print Name	Last	First	Middle	Maiden
Present Address	Street & Number	City	State	Telephone No. / Own Car: Yes ☐ No ☐
Social Security No:				

PERSONAL DATA

Date of Birth_____
Place of Birth_____
Height_____

Date of last Physical Exam_____
Physical Defects_____
Weight_____
Ages of Children_____
in home___ out of home___
Lived in city how long?___

Sex: Male___ Female___
Check one:
Single:_____
Married_____
Widowed_____
Separated_____
Divorced_____

In Case of Emergency Notify: | Relationship | Address | Telephone No.

Have you ever been Discharged or Forced to Resign for Misconduct or Unsatisfactory Service?

Yes ☐ No ☐

Are you presently employed?

Yes ☐ No ☐

May we contact your present employer?

Yes ☐ No ☐

List Professional Organizations_____

Education and Training

EDUCATION - Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12

Mark (x) in the appropriate box to indicate satisfactory completion of

Elementary School ☐ Jr. High School ☐ Sr. High School ☐

Name and Location of College or University	Major
1.	
2.	
3.	
4.	

Dates Attended		Years	Degrees	
From	To	Completed	Title	Date
1.				
2.				
3.				
4.				

EDUCATION AND TRAINING

List Chief Under-graduate Subjects_____ Semester Hours_____

List Chief Graduate Subjects_____ Semester Hours_____

What other Schooling or Training do you have?:_____

What other special Qualifications do you have?:_____

Do you have a Health Card?_____

EMPLOYMENT EXPERIENCE

Start with your present or last position and work back accounting for all periods of unemployment. If you were ever employed in any position under a different name, give in each position the name used.

Name of Organization	From	To	Salary Start:	Job Title & Duties
Address			Final:	
City & State			Monthly___ Weekly	Reason for Leaving
Name of Organization	From	To	Salary Start:	Job Title & Duties
Address			Final:	
City & State			Monthly___ Weekly	Reason for Leaving
Name of Organization	From	To	Salary Start:	Job Title & Duties
Address			Final:	
City & State			Monthly___ Weekly	Reason for Leaving

List three persons who are NOT related to you, and who can furnish information about you - Do not repeat names of Supervisors furnished in your employment record.

FULL NAME	BUSINESS-HOME ADDRESS	OCCUPATION	TELEPHONE

What Medical provision would you make for children when they are sick?

Private doctor /__/ _____ or Clinic /__/_____

COMMUNITY DAY CARE ASSOCIATION

APPLICATION FOR CLERICAL EMPLOYMENT

Name_____ Date_____

Address_____ Telephone No._____

How long have you lived in this city?_____

Date of birth_____ Place of birth_____

Marital Status: Single____ Married____ Widowed____ Divorced____ Separated____

If married woman, give maiden name_____

Husband's name_____

No. of Children_____ List Ages_____ Other Dependents_____

Any disability or handicaps?_____

Date and nature of last illness_____

How many working days did you miss last year due to illness?_____

At present employed by_____

May we inquire of your present employer?_____

EXPERIENCE: Check kinds of work and write in other in which you have had experience.

Bookkeeping_____ Filing_____ Cashier_____

Statistics_____ Stenographic_____ _____

Clerical (general)_____ Stencil Cutting_____

Typing Speed_____ Dictation Speed_____

Check kind of office appliance you have had experience in operating:

Adding machine_____ P. B. X._____

Mimeograph_____ Soundscriber_____

EDUCATION:

School or College	Name and Location	Year From-To	Year Graduated
High School			
College			
Business College			
Other			

Do you have a Driver's License: Yes ☐ No ☐ Check one.

List accidents or violations in last 3 years_____

_____

_____

Are you interested in part time employment? Yes ☐ No ☐ If yes,

indicate on what basis you would be available_____

If a Teacher Applicant, are you available for substitute work? Yes ☐ No ☐

If a mother, what type of day care plans will you make, if employed?_____

_____

I certify that the statements made by me in this application are true, complete and correct to the best of my knowledge and belief and are made in good faith. I understand that any false statements made herein will void this application and any actions based on it.

_____ _____

Date Signature of Applicant

DO NOT WRITE IN THE SPACE BELOW

Initial Interview

Remarks

Date to start work_____ Temporary? Yes ( ) No ( )

Department_____

Position_____ Replace_____

Salary_____ Special Agreements_____

_____

Retirement Plan_____

Remarks_____

Bonds_____

_____

Blue Cross_____

By_____ Title_____ Dept._____

EMPLOYMENT:

Dates From-To	Name and Address of Employer	Immediate Supervisor	Position Held	Salary	Reason for Leaving

Personal References (No Relatives)

Name	Address	Occupation	Years Acquainted

I authorize the prospective employer to inquire as to my record of any or all persons and of my former employers. In the event of my employment to a position with Community Day Care Association, I agree to comply with the rules and regulations governing my employment. In the event I should terminate my employment, I agree to file my resignation two weeks prior to the date effective.

It is my understanding that the first two months of my employment are probationary, and if my services have not proved satisfactory, my employment may be discontinued on a week's notice without prejudice.

Applicant's Signature_____

Position desired_____ Salary expected_____

COMMUNITY DAY CARE ASSOCIATION

APPLICATION FOR A POSITION AS A DAY CARE WORKER

NAME IN FULL_____ DATE_____

PRESENT ADDRESS_____ PERMANENT ADDRESS_____

PHONE NUMBER_____
(If this is not your own phone, please give name and relationship of person at this number.)_____

POSITION DESIRED_____ SALARY EXPECTED_____

WHEN COULD YOU BEGIN WORK?_____ WHAT HOURS CAN YOU WORK?_____

DATE OF BIRTH_____ PLACE OF BIRTH_____

PREVIOUS TRAINING

GIVE FULL EDUCATIONAL HISTORY WITH APPROXIMATE DATES AND GRADE LEVEL REACHED:

	SCHOOL	ADDRESS	DATES ATTENDED	LEVEL
1.	ELEMENTARY			
2.	JUNIOR HIGH			
3.	SENIOR HIGH			
4.	OTHER			

ACTIVITIES PARTICIPATED IN AT SCHOOL:_____

HAVE YOU HAD ANY OTHER TRAINING NOT SPECIFIED ABOVE?_____

GENERAL EXPERIENCE, SKILLS AND INTERESTS

What experience have you had as a volunteer in door-to-door visitation? (Church calling, fund drives, neighborhood committees, etc.) Please describe:

_____

What experience have you had in working with groups of children or youth? (Example: Sunday School, den mother, etc.) Please describe:

_____

Have you had any other experiences as a volunteer? Please describe:

_____

Have you had any teaching experience?_____

Do you play a musical instrument?_____

Do you sing in a choir?_____

What hobbies or other interests do you have?_____

What languages do you speak?_____

Read?_____ Write?_____

Do you drive?_____ Do you have a current drivers' license?_____

WORK HISTORY: Start with position last held, then the one before that, etc.

PLACE OF EMPLOYMENT	DATES	POSITION	REASON FOR LEAVING

WHY DO YOU DESIRE TO ENTER THE EMPLOY OF THIS ORGANIZATION?_____

REFERENCES:

NAME_____ ADDRESS_____ BUSINESS_____

NAME_____ ADDRESS_____ BUSINESS_____

NAME_____ ADDRESS_____ BUSINESS_____

NAME AND ADDRESS OF PERSON TO NOTIFY IN AN EMERGENCY_____

WHAT CHILDREN DO YOU HAVE IN YOUR HOME? (Please give names and ages)

GIVE ANY OTHER INFORMATION WHICH YOU MAY THINK WOULD BE HELPFUL IN CONSIDERING THIS APPLICATION_____

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TO BE COMPLETED BY INTERVIEWER

HOW LONG HAVE YOU LIVED IN CITY?_____

HOW LONG HAVE YOU LIVED AT YOUR PRESENT ADDRESS?_____

OTHER RELATIVES IN CITY: (Give name, address and relationship)

_____

_____

ARE YOU MARRIED?_____ DO YOU HAVE ANY ADULT DEPENDENTS?_____

IS YOUR HUSBAND (WIFE) IN THE HOME?_____

IS YOUR HUSBAND (WIFE) PRESENTLY EMPLOYED?_____ (IF SO) WHERE?_____

DO YOU HAVE A CAR YOU CAN USE IN YOUR WORK, IF MILEAGE IS PAID?_____

(IF SO) WHAT INSURANCE DO YOU HAVE ON THE CAR?_____

HAVE YOU EVER HAD AN ACCIDENT WHILE DRIVING?_____ (IF SO) PLEASE DESCRIBE:_____

_____

DID YOU RECEIVE A TICKET?_____

HOW IS YOUR HEALTH?_____

HAVE YOU OR ANYONE IN YOUR FAMILY EVER WORKED WITH THIS AGENCY BEFORE?_____

_____

HAVE YOU OR ANYONE IN YOUR FAMILY EVER PARTICIPATED IN THE PROGRAMS AND SERVICES OF THIS AGENCY?_____

(FOR FEMALE APPLICANTS ONLY)

IF YOU HAVE A PRE-SCHOOL CHILD OR INFANT, WHO WILL CARE FOR IT WHILE YOU WORK?

NAME ADDRESS RELATIONSHIP

_____

IF YOU HAVE SCHOOL-AGE CHILDREN, WHO WILL BE RESPONSIBLE FOR THEM WHEN THEY ARE OUT OF SCHOOL OR SICK?

NAME ADDRESS RELATIONSHIP

_____

COULD YOU WORK EVENING HOURS, OR THROUGH THE SUPPER HOURS, IF SPECIAL NEEDS REQUIRE THIS? (with compensatory time off during the following pay period) _____

IF YOU DO NOT HAVE YOUR OWN TRANSPORTATION, HOW COULD YOU GET TO WORK?_____

COMMUNITY DAY CARE ASSOCIATION

STAFF EVALUATION FORM

Name_____ Date of Evaluation_____

Reporting Supervisor_____

I. WORK DESCRIPTION:

II. JOB PERFORMANCE	Excellent	Good	Fair	Poor
Punctuality				
Reliability				
Perseverance				
Understanding Job Assignment				
Relationship to Supervisory Staff				
Relationship to Peers				
Understanding and Attitude toward Parents and Children served				
III. IDENTIFICATION WITH DAY CARE ASSOCIATION:				
Understanding of the Health services provided				
Understanding of the structure, organization and administration				
Understanding of the relationship of Day Care Association to other Health service agencies				

IV. SUMMARY COMMENTS:

COMMUNITY DAY CARE ASSOCIATION

NAME:_____ DATE:_____

CENTER:_____ DIRECTOR_____

EVALUATION OF TEACHER

Indicate evaluation by using numbers 1 through 5: 5 meaning high, appropriate, or very good; 3 average; and 1 low, inappropriate, or poor in that particular characteristic.

PERSONAL QUALITIES

1. _____ Friendly, warm.
2. _____ Appearance: dress, posture.
3. _____ Speech and voice: Clear and well modulated.
4. _____ Tact and courtesy: Observes social conventions; tolerant and considerate of others.
5. _____ Displays a sense of humor.
6. _____ Dependable.
7. _____ Self-confident.
8. _____ Enthusiastic about teaching.
9. _____ Expresses a desire to learn
10. _____ Ability to evaluate self.
11. _____ Profits by criticism.

ASSUMING RESPONSIBILITIES

12. _____ Is independent in assuming responsibility.
13. _____ Adjusts temperature, light, and ventilation.
14. _____ Achieves efficient and satisfactory arrangement of playroom and play yard.
15. _____ Is flexible in planning program for children.
16. _____ Plans activities to enrich the lives of children according to their level of development.
17. _____ Overall planning for program activities.
18. _____ Daily preparation for program activities.
19. _____ Discusses pertinent problems with director.

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WORKING WITH CHILDREN

20. _____ Creates a warm and accepting environment.

21. _____ Likes children, shows a real enjoyment of them.

22. _____ Recognizes when children are happy and relaxed.

23. _____ Enjoys humorous incidents with children. Seems to enjoy laughing with them.

24. _____ Understands children on their own level.

25. _____ Accepts each child as he is.

26. _____ Recognizes that each child is a sensitive, thinking individual and treats him accordingly.

27. _____ Shows awareness of progress or lack of it in a child's behavior.

28. _____ Relates easily to children.

29. _____ Impartial in dealing with children.

30. _____ Aware of differing moods of children, adjusts standards for them at times when they are fatigued, irritated, overstimulated, etc.

31. _____ Uses different, though consistent, methods in dealing with different children.

32. _____ Is imaginative and creative.

33. _____ Is resourceful in a practical way, has common sense.

34. _____ Uses positive approach.

35. _____ Helps children accept limitations.

36. _____ Makes suggestions without antagonizing.

37. _____ Does not overstimulate or cause tension in children.

38. _____ Removes distracting influences.

39. _____ Alert to total group, even when dealing with a part of it.

40. _____ Remains controlled in startling or difficult situations.

41. _____ Encourages and guides the expression of feelings.

42. _____ Assists children in gaining confidence.

43. _____ Treats the child's possessions and projects with care.

44. _____ Gives children opportunity for manipulating various kinds of creative materials.

45. _____ Explains relations between a child's individual rights and group rights.

46. _____ Guidance of children in group relationships.

47. _____ Guidance of activities according to group needs and interests.

48. _____ Guidance of children in developing motor coordination.

49. _____ Guidance in music experiences.

50. _____ Guidance in story and language experiences.

51. _____ Guidance in science experiences.

52. _____ Guidance in use of creative materials.

53. _____ Guidance in toileting routine.

54. _____ Guidance in resting.

55. _____ Guidance in eating experiences.

WORKING WITH ADULTS

56. _____ Is interested in people, thinks in terms of helping them rather than criticizing.

57. _____ Cooperates well with adults.

58. _____ Is considerate of activities of other adults.

59. _____ Welcomes new ideas, flexibility as shown by willingness to consider new ideas.

60. _____ Maintains high standards of professional ethics in regard to children and staff.

61. _____ Realizes that situations cannot always be handled in the home as they are at school.

62. _____ Attitude in working with parents is cooperative.

SPECIFIC STRENGTH OF TEACHER:

SPECIFIC LIMITATIONS OF TEACHER:

OTHER COMMENTS:

COMMUNITY DAY CARE ASSOCIATION

SOCIAL SERVICES WORKER EVALUATION

Name:_____

Rating Scale as Follows:

Excellent (EX), Very Good (VG), Good (G), Fair (F), Poor (P)

	Performance				
	EX	VG	G	F	P
I. Awareness of Agency Function					
A. Knowledge of agency's purpose and function					
B. Awareness of community services and gaps in services					
C. Knowledge of the agency's involvement in bringing about social improvement					
II. Knowledge of Social Work Skills					
A. Awareness of the integrative process of study, diagnosis and treatment of clients					
B. Understanding why people behave as they do					
1. Assessing the impact of environmental forces					
2. Delineating normal social functioning and deviant pathological functioning					
C. Awareness of a variety of techniques to be used with clients toward the prevention and resolution of problems in social functioning					
D. Awareness of the need for:					
1. Objectivity					
2. Acceptance					
3. Confidentiality					
III. Application of Skills and Abilities					
A. Evidence of use of professional self-(responsibility, confidentiality with:					
1. Parents					
2. Day Mothers					

	Performance				
	EX	VG	G	F	P
B. Evidence of skill in interviewing:					
1. Parents					
2. Day Mothers					
C. Ability to convey to clients affective qualities of warmth and acceptance					
1. Parents					
2. Day Mothers					
3. Children					
D. Ability to use good judgement and arrive at a logical conclusion in working with clients					
E. Ability to establish and use purposefully the professional relationship					
F. Ability to use a variety of techniques with individuals toward the prevention and resolution of problems in social functioning					
1. Appropriate use of supportive techniques					
2. Appropriate use of authority and control					
G. Ability to understand and use agency policies and procedures, including the ability to function as a responsible representative of the agency					
H. Ability to work within agency structure and with other personnel within the agency					
I. Willingness to work with other community resources					
J. Ability to work collaboratively and co-operatively with professional persons of other agencies					
K. Ability to communicate effectively in writing (dictation, reports, letters)					
IV. General Work Habits					
A. Reliableness in attendance					

	Performance				
	EX	VG	G	F	P
B. Ability to organize and use time productively:					
1. Punctual for work					
2. Punctual for meetings					
3. Punctual for appointments					
C. Timely recording and reporting					
D. Ability to give priorities in use of time					
E. Acceptance of supervision					

R E M A R K S: _____

I have read this evaluation.

Signed : _____
Employee and Title

_____
Supervisor

Date: _____

COMMUNITY DAY CARE ASSOCIATION
SELECTED JOB DESCRIPTIONS

EXECUTIVE DIRECTOR

Responsible to the Association Board of Directors.

Position Objectives

The objectives of this position are as follows:

To provide leadership to the Board of Directors by recommending those policies, priorities, projects, programs, and budgets (within the area of community service for which the agency has received a social mandate) that will provide maximum, effective approaches to the needs and concerns of the community.

To develop and administer the agency's capability to offer these programs and projects in accordance with the philosophy and policies established by the Board of Directors and within the budget available.

Position Responsibilities

The Executive Director, at his discretion, may delegate some, or all, of the following responsibilities:

Board Relations

Keeping informed about changing community needs and concerns within the agency's area of community service responsibility, assisting the Board to take effective action to inform the community and exercising leadership within the community to deal with changing needs and concerns.

Keeping currently advised about a wide range of potential financial resources from which to draw support for a variety of agency programs and projects. Assisting the Board to explore and to develop appropriate financial resources to achieve the agency's objectives.

Serving as a resource person, providing factual data and expert opinion as required for effective Board deliberation and decision-making.

Assisting the Chairman to prepare agendas for meetings, preparing and distributing minutes of meetings.

Attending all meetings.

Board Committee Relations

Recommending policy to appropriate Board Committees in relation to organization, budget, program, salary and other personnel matters, and acquisitions, rehabilitation and maintenance of major real property.

Serving as a resource person to Board Committees, providing factual information and expert opinion as required for effective committee deliberation and decision-making.

Assisting the Committee Chairman to prepare agendas for meetings. Preparing and distributing minutes of meetings.

Attending all meetings.

Financial Administration

Recommending fiscal policy to the Finance Committee, preparing budget projections, maintaining "fiscal control" of the agency's finances.

Negotiating contracts with purchasers of agency services. Insuring adherence to agency and contractors' fiscal policies and accounting practices. Insuring compliance with agency policy and with local, state and Federal insurance regulations governing liability, compensation and other protection of property, personnel and the public.

Administration

Insuring the preparation of policy interpretation and procedure statements and manuals.

Insuring the development of record-keeping and data retrieval systems essential to effective administration and program operation.

Insuring the development of inventory control practices and procedures for real property, non-expendable equipment, and expendable supplies.

Personnel Administration

Developing and periodically reviewing, an effective, efficient administrative structure and a staffing plan that clearly delineate and define departmental and position functions.

Developing, and periodically reviewing, a wage and salary administration program that insures similar remuneration for similar responsibility, education and experience.

Insuring the preparation of written personnel policies and practices and agency-wide adherence to them.

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Insuring agency-wide compliance with Federal, state and local laws and regulations govering equal opportunity employment, minimum wages and the like.

Supervision

Developing supervisory standards for the agency and insuring agency-wide adherence to the standards.

Supervising directly the Associate Director and the heads of the administrative departments—accounting, business management, motor pool, and wage and salary administration, or payroll. Hiring, orienting, evaluating the performance of, making salary adjustment for, and terminating the above personnel.

Authorizing the above personnel to hire, make salary adjustment for, and to terminate their subordinates.

Developing in-service training programs for the administrative departments.

Public Relations

Developing an atmosphere of support for the agency's programs within the community at large, within geographic program areas, and among program users and/or participants.

Maintaining liaison with community and neighborhood institutions, organizations and ethnic groups.

Making speeches; preparing news releases; writing articles; and, developing brochures.

Property Management

Determining the real property needs of the agency.

Recommending to the Board of Directors the acquisition, rehabilitation and divestiture of real property. Securing appraisals and cost estimates as required for effective Board deliberation and decision-making.

Negotiating contracts for the purchase or sale of real property.

Authorizing major expenditures for acquisition or rehabilitation of real property within Board policy and budget limitations.

Requirements: A minimum of a [master's] degree in social work, business administration, law, finance, sociology, social work administration, psychology, education or related field and [ten years'] experience in supervisory and administrative positions in a social service or health agency with heavy experience in fiscal management, capitalization, investment management, real estate management, or some combination of these.

- Demonstrated ability to administer a program and budget of comparable scope and complexity.
- Knowledge of cost accounting principles.
- Ability to provide professional leadership for a lay board of directors.
- Ability to develop imaginative and innovative programs within the field of social welfare.
- Ability to delegate authority judiciously.
- Articulate in making prepared and extemporaneous talks.
- Evidence of emotional maturity and stability.
- Bondable.

SOCIAL SERVICES WORKER

Responsible for directly providing social services to families of children enrolled in any portion of the day care program through:

1. Counseling families of enrolled children upon request in relation to problems such as:
   a. budgeting and home management;
   b. housing;
   c. employment;
   d. family relationships;
   e. other social adjustment difficulties.
2. Referring families for additional community services as needed.
3. Coordinating special services for the benefit of day care home parents.
4. Evaluating family situations of families wishing to use the day care program and planning with them for the most appropriate use of the day care program.
5. Referring families for alternative community services when the day care program is not appropriate.
6. Maintaining continuing helping relationships with assigned families.
7. Evaluating children's adjustment to the day care program.
8. Developing and supervising day care homes by:
   a. preparing and submitting day care home licensing applications required by governmental bodies;

b. enrolling children in day care homes;
c. setting fees for day care home care;
d. visiting day care homes in which children are enrolled;
e. counseling day care home parents.

9. Assisting Center Director by:
   a. enrolling children;
   b. participating in planning and executing parent activities;
   c. observing children with special problems;
   d. collaborating with other center personnel, such as the nurse, to resolve or alleviate family difficulties that adversely affect a child's adjustment in the day care center.
10. Assisting, as assigned, in the family day care home training program.
11. Reporting and recommending, verbally or in writing, to Social Services Supervisor.

Requirements: Minimum of a [bachelor's] degree in sociology, psychology or related field.

- Ability to establish helping relationships with preschool children and adults of varying educational, experiential and socio-economic backgrounds.
- Knowledge of a wide range of community services.
- Ability to establish working relationships with staff members of a wide variety of agencies and institutions.
- Evidence of emotional maturity and stability.
- Health Card.

SOCIAL SERVICES ASSISTANT

Responsible for:

1. Making home visits as assigned when children are absent.
2. Gathering factual information from families either in their homes or at a center as assigned.
3. Recruiting parents for parent-group meetings as assigned.
4. Escorting parents to parent-group meetings and to agencies and institutions as assigned.
5. Enrolling children in the day care program as assigned.
6. Assisting in the day care home program as assigned by:
   a. revalidating day care homes;
   b. keeping day care home supplied with equipment;
   c. checking attendance and fee forms;
   d. accompanying day care home mothers on field trips;
   e. reporting questions and concerns of day care home mothers to social services worker.

Requirements: High school graduate, or equivalent.

- Health Card.
- Interest in people.
- Ability to make and record observations.
- Evidence of emotional maturity and stability.

CENTER DIRECTOR

Responsible for operating a day care center for children in a manner that contributes to their growth and development through:

1. Developing and executing an on-going program of group activities that contribute to the care, growth and development of the children who attend the center.
2. Supervising and evaluating all personnel, paid and volunteer, assigned to the center.
3. Maintaining a physical environment that conforms to governmental and agency standards of safety and cleanliness, and that is conducive to optimal growth and development of the children who attend the center.
4. Operating the center program in conformity with governmental and agency standards for the physical safety and well-being of the children and adults who use the center.
5. Enrolling children and establishing fees to be paid by individual families, in accordance with agency policy.
6. Collecting fees and transmitting them to bookkeeper.
7. Scheduling assignments of center personnel.
8. Teaching groups of children, as required.
9. Planning and conducting regular and called meetings of center staff.
10. Participating in departmental staff meetings.
11. Supervising the requisitioning and inventoring of supplies and equipment for the center.
12. Supervising the record keeping for the center that is required by governmental and agency policy such as:
    a. personnel evaluations;
    b. records of children's attendance and progress;
    c. health and safety inspections;
    d. requisitions and inventories.
13. Reporting, both verbally and in writing, to

Day Care Director as required by governmental and agency policy.

Requirements: A [bachelor's] degree, or equivalent, in early childhood or elementary education and [three years'] experience in a preschool program.

- Health Card.
- Ability to supervise a staff of varying educational and experiential backgrounds.
- Administrative ability.
- Sensitivity to the individual and group needs of children.
- Evidence of emotional maturity and stability.
- Sufficient maturity and good judgment to function in crisis situations.
- Ability to seek supervision and to use it constructively.
- Valid driver's license and access to an automobile.

GROUP TEACHER

Responsible for planning and conducting the daily program for a group of children in a day care center through:

1. Planning and conducting daily activities for children.
2. Supervising personnel assigned to assist with daily group activities.
3. Preparing educational materials required to implement the daily activity plan.
4. Maintaining an orderly physical environment conducive to optimal growth and development of children.
5. Attending staff and parent meetings and contributing to the meetings.
6. Sharing information appropriately with other center staff members.
7. Relating to parents of children in the group to plan for activities, designed to foster the growth and development of each child.
8. Observing, recording and reporting significant individual and group behavior.

Requirements: A [bachelor's] degree, or equivalent, in early childhood education, elementary education, or related field.

- Health Card.
- Ability to relate sensitively to preschool children.
- Evidence of emotional maturity and stability.
- Evidence of sufficient security and judgment to handle crisis situations and to use supervision constructively.
- Physical stamina.
- Ability to recognize and to record significant individual and group behavior.

ASSISTANT TEACHER

Responsible for:

1. Assisting one or more Group Teachers as directed.
2. Supervising play activities as requested by teacher by:
   a. participating with children in group games;
   b. enforcing safety rules;
   c. intervening when children are likely to injure themselves or each other;
   d. remaining with one or more children until relieved by another adult.
3. Preparing supplies and the environment for activities.
4. Maintaining an orderly environment for the group.
5. Observing, recording and reporting individual child's behavior as assigned.
6. Assisting children with self-care activities.
7. Aiding individual children who experience difficulty in the group or who temporarily lose their physical or emotional control.
8. Assisting with meal and snack service.

Requirements: A high school diploma, or equivalent.

- Preferably, previous experience with pre-school children.
- Health Card.
- Ability to relate well to pre-school children.
- Ability to maintain an orderly environment.
- Dependability.
- Evidence of emotional maturity and stability.
- Evidence of enough security and judgment to handle crisis situations.
- Ability to keep simple records.
- Sensitivity to children's individual needs.

PARENT-INVOLVEMENT SUPERVISOR

Responsible to Day Care Director.

Responsible for organizing and executing a comprehensive parent education and enrichment program for parents who use the day care services of the agency, and for identifying and developing the leadership potential of these parents through:

1. Developing a comprehensive, realistic education and enrichment program for parents who use

the day care component of the agency's program that enhances and enriches parental understanding and functioning.
2. Coordinating the resources of the agency and the community to provide expert knowledge and opinion about the needs, concerns and problems of the working parents.
3. Devising and executing meaningful education programs and projects that deal with the specific concerns and needs of groups of parents.
4. Staffing Parents' Advisory Committees that are affiliated with the agency's day care service.
5. Devising techniques for stimulating the broad involvement of parents in the education and enrichment program.
6. Identifying and developing the leadership potential of parents.
7. Establishing criteria for evaluating the effectiveness of the education and enrichment program as a whole, and for specific segments of the program.
8. Observing and analyzing the effectiveness of the education and enrichment program and of its specific segments.
9. Recommending modifications in the content and/or presentation of one or more segments of the parent education program in response to new technical knowledge, changing concerns and needs of participating parents, and changing agency priorities and focus.

Requirements: A [master's] degree, or equivalent, in social work, child development, adult education, psychology or related field and a minimum of [five years'] experience in developing adult education or related programs.

- Ability to establish meaningful relationships with and to motivate adults of varying educational and socio-economic backgrounds.
- Knowledge of a variety of appropriate community resources available to the education and enrichment program and to the parents who participate in it.
- Ability to speak before groups.
- Evidence of emotional maturity and stability.

NURSE

Responsible for developing and implementing a preventive health program for the day care component of the agency and for developing and implementing the health segment of the day care parent-education program through:

1. Developing health standards and practices for day care centers and day care homes that are consistent with modern public health concepts and with requirements of licensing bodies.
2. Evaluating health and safety operating practices of day care homes and child development centers.
3. Recommending changes in health and safety standards and practices for day care homes and child development centers to incorporate new public health concepts and to comply with changes in local and state licensing requirements as necessary.
4. Supervising and coordinating the preventive health program for all children enrolled in the day care component of the agency program by:
   a. Arranging for required physical examinations, laboratory work, immunizations, vision and dental assessments.
   b. Insuring that children seen by private physicians meet the preventive health requirements of the day care component of the agency's program.
5. Executing periodic health inspections of children enrolled in child development centers and day care homes to detect potential or apparent health problems.
6. Planning and executing in-service first-aid training for personnel of child development centers and day care homes.
7. Planning, supervising and/or teaching the health education segment of the parent education and enrichment program for the day care component of the agency's program.
8. Approving purchase of medical services.
9. Ordering medical supplies.
10. Administering emergency treatment for children and staff when required.
11. Monitoring records of children enrolled in the day care component of the agency's program to insure that health records are current and complete.

Requirements: Graduate of an accredited professional school of nursing, preferably a graduate of a public health sequence.

- Licensed as a Registered Professional Nurse.
- Ability to adapt professional expertise to the needs of the day care component of the agency's program.
- Knowledge of the health needs of young children.
- Knowledge of the health resources of the community.
- Knowledge of the environmental and personal

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health requirements of local and state licensing bodies.

- Ability to establish helping relationships with children and adults.
- Ability to analyze environmental and personal situations to determine the presence of health implications.
- Ability to recommend realistic, appropriate health measures to eliminate or alleviate health problems either in the environment or in personal situations.
- Ability to prepare and to teach meaningful health education principles and practices to adults with varying educational and socio-economic backgrounds.
- Evidence of emotional maturity and stability.

SECRETARY

Responsible for:

1. Maintaining confidential files of office to which assigned.
2. Taking dictation, transcribing and typing correspondence, reports and other written material as assigned.
3. Maintaining a calendar of appointments and obligations for one or more staff members, as assigned.
4. Greeting and screening callers who contact the assigned office either in person or by telephone.
5. Securing identifying information and making intake appointments for those who apply for day care service by telephone.
6. Executing other specific assigned tasks, some of which are continuing, while others are occasional in nature.

Requirements: Graduate of an accredited business school, or equivalent.

- Tact, discretion and good judgement.
- Ability to take accurate shorthand, at a speed of 80 words per minute.
- Good spelling, grammar and punctuation.
- Ability to use transcribing equipment.
- Ability to organize the work-flow in a busy office.
- Ability to handle detailed work.
- Ability to speak distinctly and to communicate verbally.
- Evidence of emotional maturity and stability.
- Ability to supervise inexperienced clerical workers of varying educational and socio-economic backgrounds.

COOK

Responsible for safe preparation and storage of all foodstuffs used at center through:

1. Requisitioning appropriate amounts of foodstuffs at established intervals and preparing designated menus.
2. Storing foods appropriately before and after cooking in bins, cupboards or refrigerators.
3. Preparing vegetables by washing, scraping, peeling, chopping.
4. Cooking vegetables, meats, sauces, desserts and other foods.
5. Recording amounts of food, including milk, used daily.
6. Washing and sterilizing dishes, pots and utensils after meals.
7. Cleaning refrigerator, stove, bins, cupboards according to designated schedule.
8. Scrubbing counters and sinks after meals.
9. Washing dishtowels after use.
10. Sweeping and mopping kitchen floor.
11. Assuming duties of Housekeeper, as required.

Requirements: Experience in quantity cookery.

- Health Card.
- Ability to make use of left-over and surplus foods.
- Dependability.
- Ability to relate well to children.

COOK AIDE

Responsible for:

1. Storing foods appropriately before and after cooking in bins, cupboards and refrigerators.
2. Preparing vegetables by washing, peeling, scraping, chopping.
3. Washing and sterilizing dishes, pots and utensils after meals.
4. Cleaning refrigerator, stove, bins, cupboards according to designated schedule.
5. Scrubbing counter and sinks after meals.
6. Washing dishtowels after use.
7. Sweeping and mopping kitchen floor.
8. Performing other duties as assigned by cook.

Requirements: Physically able to do the work.

- Health Card.
- Dependability.
- Ability to relate well to chidren.

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HOUSEKEEPER

Responsible for maintaining a clean and orderly environment at assigned center through:

1. Sweeping, mopping and waxing floors and sweeping porches.
2. Cleaning and disinfecting commodes and lavatories.
3. Cleaning walls and woodwork.
4. Washing furniture, equipment, and lockers.
5. Polishing windows.
6. Washing and folding linens and clothing used in center program.
7. Dusting furniture, shelves and equipment.
8. Keeping shelves, closets and storage areas orderly.
9. Assisting cook with food service and dishwashing.
10. Assuming duties of cook, as required.

Requirements: Physical ability to do the work.

- Health Card.
- Dependability.
- Ability to relate well to children.

PART TWO

COMPONENTS OF DAY CARE SERVICES

Chapter IV.

Purpose, Objectives and Evaluation of Day Care Programs

Sponsors may find it helpful to have a concept of the purpose and objectives of a day care program as the basis of the particular day care programs they wish to develop. Generally, day care programs are committed to promoting the intellectual, social and physical growth and development of each child in care. Each activity undertaken and service offered by day care programs is directed towards fostering the growth and development of these children. The children's perceptions of themselves and of others become clarified through the understanding guidance of qualified adults who assist them in group experiences. The children begin to explore the world about them through books, music, play, creative activities, visits into the community, and through experiments with nature and science. Their physical needs are provided for by nutritious diets, rest periods, physical activities and health supervision.

Objectives for Day Care Programs

One premise that is widely held among sponsors of established day care programs is that their programs have an obligation to offer the parents of children in care opportunities for enhancing their understanding of current child-care knowledge and practice, in addition to their programs' obligation to the children in care. Usually, day care programs formulate two sets of objectives, one that states what they expect to achieve with the children in care, and one that states what they expect to accomplish with the parents of these children.

Objectives that express what programs expect to achieve with the children in care often contain statements similar to these:

- Create a desire to attend school.
- Develop a positive attitude toward teachers and others.
- Teach the use of oral language to express thoughts and feelings and to increase knowledge.
- Teach the names of objects encountered in daily living.
- Develop awareness of persons outside the family and the neighborhood.
- Develop the ability to work and play with others.
- Provide opportunities to experience kindness and justice; recognition and acceptance by others.
- Arouse interest in a wide variety of literature.
- Stimulate the discovery of the environment outside the home and the neighborhood.
- Develop realistic conceptions, as the result of their own experience, about themselves; about people in the home, the neighborhood and the community; and, about the events that take place in each.

Statements of what day care programs expect to accomplish with parents will often be similar to these:

- Develop understanding of children's educational, emotional and physical needs.
- Develop rapport with school personnel and familiarity with school routines.
- Provide for the nutritional needs of children.
- Create desire to communicate with their children.
- Develop the ability to assist children with learning experiences.
- Develop awareness of the need for oneness in school and home in the education of the child.

Developmental Needs of Children in Care

Day care programs are concerned about offering children experiences that contribute to their physical, social, emotional and intellectual development. Established programs have found it helpful to plan programs that incorporate activities and experiences that are designed to assist the child to develop these aspects of his personality. The divisions below are useful for planning, but in practice, established programs bend all of their efforts to working with children as entities, rather than fragmenting, or categorizing, their experiences.

Children need opportunities to develop their physical abilities. Among the opportunities and experiences that children may be offered for this purpose are these:

- Opportunity for muscular development through indoor and outdoor play.
- Knowledge of standards for cleanliness in toileting and in washing themselves.
- Opportunity for rest and relaxation in the group.
- Experience with a wide variety of rhythmic activities.
- Opportunity to participate in mimetic games and stunts.

Day care programs usually make strong efforts to help children to develop their understanding and use of language, knowing that facility in using verbal symbols is the foundation for reading, for communicating with others, and for expressing thoughts and feelings. Programs may assist children in developing their command of language through such activities as these:

- Providing for the introduction of new and different objects to stimulate conversation.
- Providing opportunities for listening to others, as well as for following directions and for cooperating within the group.
- Emphasizing categorizing of objects.
- Engaging children in conversations in which they are encouraged to verbalize.
- Providing stimulation for interest in language through field trips, stories, block play, doll corner and its equipment, films, film strips, music and rhythm.
- Helping children to improve their enunciation and pronunciation through the use of records.
- Providing opportunities to build stories, as well as to pretend.
- Offering opportunities to work with a wide variety of materials, such as puzzles, manipulative toys, nature objects, science materials (magnets, weights, prisms, etc.).
- Walking about the neighborhood to permit children to observe the world closest to them.
- Providing teachers whose use of language and grammar can serve as an example for the children.
- Emphasizing just plain listening.
- Providing opportunities for looking at books and for being read to.

Aesthetic appreciation is often fostered by engaging in such activities as these:

- Visiting museums (Museum of Natural History, Museum of Fine Arts), and other places of beauty in a city; gardens, flower beds, water fountains and statues (any place where there is orderliness and beauty), and by discussing the visits afterwards.
- Looking at and discussing pictures and prints.
- Listening to music for rhythm responses and listening to many types of music by competent artists.
- Providing many opportunities for singing.
- Inviting guest artists to play or to perform for children's groups.
- Providing opportunities for creative endeavors that use many media.

Day care programs use various activities to provide children with social experiences that will prepare them to enter into and to enjoy social relationships, to accept social responsibilities, and to understand and respect social differences. Among the activities that programs may use are these:

- Learning that people do different kinds of work. (Parents have different kinds of jobs and each contributes to community living.)
- Learning that people live in different sorts of houses, and visiting different sections of the city to see how others live.
- Discussing the need for rules and limits to make for happy group experiences.
- Demonstrating orderliness and respect for property.
- Developing the desire to share and to take turns.
- Developing respect for the rights of others.

Day care programs engage in an almost endless variety of activities that are designed to help children develop images of themselves as competent, respected persons. Perhaps the three essential provisions that make the others possible are these:

- The selection of staff members who evidence the ability to accept each child as a unique person.
- The maintenance of a ratio of adults to children that permits each child to have the amount and kind of assistance he requires.
- The continuous effort of all the adults to develop each child's confidence in his ability to master the knowledge and skills he requires to function responsibly and happily in his world.

Evaluation of the Program

The present state of the art of program evaluation among established day care programs

is, perhaps, a transitional one. Initially, there appeared to be a somewhat prevalent belief that the staff was the program. Obtaining qualified staff was thought to assure good program. Program evaluation was seen as staff evaluation by many. If the staff were functioning well, then it was assumed that the program was also functioning well. More knowledge about the roles of management, finance, community attitudes, and of other variables that influence the effectiveness of all kinds of enterprises has largely dispelled the belief.

Program evaluation is sometimes attempted by evaluating the developmental progress of the children in care. In themselves, such evaluations are indispensable tools for guiding children toward maturity and should be encouraged by every day care program. However, children in day care programs are exposed to other experiences and associations which contribute to their development. They have parents, friends, neighbors, relatives—another entire life apart from the day care program. Consequently, it is fallacious to attribute either progress or regression to a child's development to what is, or is not, done by the day care program.

Day care programs, as have other social service programs, have also tended to examine and to evaluate the processes of their work, believing that an appropriate process dictated an appropriate outcome. This approach to evaluation is beginning to disappear as advanced management and systems technologies become better understood.

The approach to program evaluation that is gaining recognition and acceptance throughout the field of social services, including day care programs, is one of assessing and measuring results. This approach looks at an enterprise — in this instance, a day care program — and attempts to determine its effectiveness and its efficiency.

Effectiveness is evaluated by determining whether or not the enterprise achieved the results it committed itself to achieve within a particular period of time, and if it achieved few, many, or all of its objectives for the period. Effectiveness is assessed quantitatively, as well as qualitatively, in such evaluation systems.

Efficiency is evaluated by determining whether services can be rendered more cheaply than they are presently being rendered. Costs, direct and indirect, are related to each service rendered by an organization and are then compared with the costs for similar services in a community, a state, or throughout the country.

The notion of looking at quality and cost when evaluating services to human beings is anathema to many altruistic persons. However, such evaluation systems need not overlook or diminish human values in any way. They do force organizations to discard many of their cherished myths about themselves and their practices and to engage instead in analytical thinking and innovation.

All day care programs will want to consider how they can begin to prepare for these more precise, result-oriented evaluation systems that will be part of the management practices of all social service enterprises in the very near future.

Program Records

Program records usually fall into three categories: 1.) records of program content and activities; 2.) records of children's learning and developmental progress kept for groups and for each child; 3.) records of program effectiveness and efficiency.

The educational philosophy and protocol adopted by the organization will largely dictate the records it keeps of program activities. Each organization will want to determine for itself the records it requires.

Records of children's learning and developmental progress may include such records as the following:

- periodic reports of each child's developmental progress;
- daily records of each child's learning activities and experiences;
- anecdotal notes of children's behavior that are especially significant in relation to each child's development or as reactions to a program activity;
- records of parents' spontaneous comments about program activities;
- daily summaries of group experiences offered to children.

Records that will be used for evaluating program effectiveness and efficiency will include many of the records kept for other purposes, such as those that summarize daily activities and those that assess children's progress. In addition, the evaluation system that is adopted will design other records that will make program evaluation easier and more complete.

COMMUNITY DAY CARE ASSOCIATION

DAILY GROUP RECORD

Center or Day Care Home_____ Date_____

Group Teacher_____ Number Enrolled_____

Number Present_____

NEW CHILDREN

Name_____

_____

_____

_____

CHILDREN TRANSFERRED OR TERMINATED

Name_____

_____

_____

_____

ACTIVITIES

GROUP RESPONSE

Greatest response:

Least response:

TEACHER'S EVALUATION OF SESSION

OBSERVATIONS OF PARTICULAR CHILDREN

PLANS FOR NEXT SESSION

SPECIAL SUPPLIES, EQUIPMENT OR PREPARATION REQUIRED

COMMUNITY DAY CARE ASSOCIATION

ENRICHMENT TRIP RECORD

Center or Day Care Home_____ Date_____

Group_____

Points of Interest: _____

_____

_____

_____

Group Response:

Individual Response (Participants)

Staff Evaluation and Comment:

Signature_____

COMMUNITY DAY CARE ASSOCIATION

EVALUATION OF CHILD'S DEVELOPMENTAL STATUS

Instructions to Evaluators:

Check those items which describe a child's usual behavior. Read items in each section carefully before making your evaluation. Some items are mutually exclusive while others are not.

Date_____

Name of child_____, _____ Birth Date_____
Last First

Age: Years__Mos._

I. Child's relationships with family members

A. Child's response to being left at center

Undisturbed _____ Anxious for parent's return_____

Cries _____ Other _____

_____

B. Child's response to siblings (if any) at center

Seeks them out _____

Displays hostility _____

Ignores them _____

Describe relationship between child and siblings when they are together at the center

_____

_____

C. Child's feelings about his family

Feelings expressed about siblings

_____

_____

Feelings expressed about mother

_____

_____

Feelings expressed about father

_____

_____

D. General appearance of child upon arrival at center

Well groomed _____

Clothing often inappropriate for weather _____

Often requests food shortly after arrival _____

Often arrives with soiled face and hands _____

Often arrives in soiled or torn clothing _____

Other_____

_____

II. Child's Group relationships

A. Choice of companions

Name(s) of usual companion(s) _____

_____

B. Child plays best when

With one child _____

In group of children _____

C. Relationship to adults

Cooperative _____

Hostile _____

Fearful _____

Shy _____

Aggressive _____

Dependent _____

Demands extra attention _____

D. Character of participation

Able to share

Toys and materials _____

Adult attention _____

Able to wait for his turn _____

Able to conform to

group limits _____

Accepts his share of

responsibility for main-

taining an orderly work

area _____

Dominates other children _____

Bullies other children _____

Manipulates other children _____

Withdraws _____

E. Acceptance of group routine

Wants to be included in

all activities _____

Interested in the

activities _____

Able to participate in

group activities _____

III. Child's Activity Preferences

(Number in order of his preference)

Blocks _____

Balls _____

Dolls _____

Housekeeping equipment _____

Stories _____

Music _____

Art _____

Free Play _____

Organized games _____

Outdoor

equipment _____

games _____

Others _____

_____

_____

During free play, what toy or piece of equipment does he usually select?

_____

_____

IV. Child's Mode of Response to Activities

For the activities rated 1 and 2 in the previous section (the two most preferred activities), describe how the child usually engages in these activities. Note what he does with equipment, if he engages in rituals, if he persistently chooses one item and excludes all others, or any other responses that recur.

1. _____

_____

_____

2. _____

_____

_____

V. Child's Emotional Status

A. Prevalent Fears

None _____

Fear of _____

_____

Usual behavior when afraid _____

_____

When attempts are made to comfort him,

he is easily distracted _____

he becomes more upset _____

B. Signs of emotional discomfort

None _____

Thumb sucking _____

Nail biting _____

Eye blinking _____

Tic _____

Other _____

Describe _____

_____

Describe exactly how you handle his difficulty with the child _____

_____

_____

Describe child's response to your efforts.

_____

_____

_____

VI. Child's Behavior at Meal Time

A. Eating Habits

Good appetite _____

Poor appetite _____

Plays with food _____

Needs encouragement to try

unfamiliar foods _____

Extremely hungry _____

B. Social behavior

Requires help with table

manners _____

Distracts other children by

Loud talk _____

Teasing _____

Disruptive acts _____

Describe and note frequency

_____

_____

C. Food Likes and Dislikes

(Put most liked and disliked first)

Likes	Dislikes
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

VII. Child's Behavior at Nap Time

A. Napping pattern

Goes to sleep quickly _____

Spends time getting

ready for nap _____

Describe_____

Takes toy or book to bed

with him _____

Name toy or book_____

Attempts to talk to

other children _____

Length of Nap _____

Half period _____

Less than half period _____

Does not nap _____

B. Use of Nap Period

(answer only if child does not nap)

Describe child's usual behavior during nap period.

_____

_____

_____

C. Bladder Control

Uses bathroom during nap period _____

Wets bed

Frequently _____

Occasionally _____

VIII. Child's Toilet Behavior

A. Tells adult when he needs to use toilet _____

B. Has accidents

Never _____

Seldom _____

Frequently _____

C. Behavior when accidents occur

Tells adult _____

Ignores accident _____

Cries _____

Cringes _____

Other _____

Describe _____

_____

D. Unusual behavior

Uses bathroom frequently _____

Afraid of bathroom _____

Other _____

Describe _____

_____

IX. Observations of Child's Health

A. Good health _____

B. Subject to

colds _____

headaches _____

constipation _____

stomach aches _____

C. Tires easily _____

D. Whines or cries frequently _____

E. Limitations or Defects

Hearing _____

Sight _____

Orthopedic _____

Dental _____

X. Child's Physical Characteristics

A. General description

Active _____

Sedentary _____

Quick _____

Slow _____

Quiet _____

Very quiet _____

Other _____

Describe _____

_____

B. Muscular Coordination

(For each item, compare child with his peer group)

	Better than	Equal to	Less than
Walking	_____	_____	_____
Running	_____	_____	_____

	Better than	Equal to	Less than
Climbing	_____	_____	_____
Skipping	_____	_____	_____
Hopping	_____	_____	_____
Pedaling	_____	_____	_____
Coloring	_____	_____	_____
Drawing	_____	_____	_____
Painting	_____	_____	_____
Dressing	_____	_____	_____
Shoe Tying	_____	_____	_____

XI. Child's Problem-solving Behavior

A. Attempts to solve problems himself _____

B. Gives up easily _____

C. Seeks help from peers _____

D. Seeks help from adult _____

E. Other _____

Describe _____

_____

_____

XII. Child's Intellectual Characteristics

A. Attention Span

Equal to his peers for all activities _____

Better than his peers for all activities _____

Less than his peers for all activities _____

Varies with activity _____

(Compare with his peer group for each activity)

	Better than	Equal to	Less than
Story time	_____	_____	_____
Music time	_____	_____	_____
Art time	_____	_____	_____
Free-play time	_____	_____	_____
Discussion periods	_____	_____	_____
Game time	_____	_____	_____
Other	_____	_____	_____

Name Activity _____

B. Memory

(Compare with his peer group)

Equal to _____

Better than _____

Less than _____

C. Curiosity

Explores environment _____

Asks questions _____

Uses equipment in unusual ways _____

D. Awareness

Behavior and remarks suggest awareness of

Persons _____

Objects _____

Places _____

Time _____

Abstract Concepts _____

E. Relationships among ideas

Tells short stories _____

Knows some cause and effect _____

Describe _____

_____

XIII. Child's Intellectual Development

A. Spatial perception

Distinguishes between large and small _____

Distinguishes long from short _____

Identifies

Circle _____

Square _____

Rectangle _____

B. Color Perception

Knows names of colors _____

Distinguishes among colors _____

Chooses objects of correct color _____

C. Number Concepts

Counts consecutively from one to _____

Chooses correct number of objects _____

Identifies numberals on blackboard or in text _____

Identifies words for numerals _____

D. Usually communicates through

Pulling _____

Gestures _____

Language _____

E. Talking frequency

Seldom _____

Freely _____

Disturbs other children _____

F. Enunciation

Speaks clearly _____

Uses baby talk _____

Uses own language _____

Mumbles _____

Whines _____

Unusually difficult to understand _____

Speech impediment suspected _____

Other _____

Describe _____

_____

_____

G. Language mastery

Vocabulary (compared with peer group)

Limited _____

Extensive _____

Equal _____

Expresses himself in

Single words _____

Phrases _____

Short sentences _____

Complex sentences _____

Repeats words addressed to him _____

H. Use of language

Converses with

Other children _____

Adults _____

Explains _____

Makes suggestions _____

Asks questions _____

Other _____

Describe _____

_____

Chapter V.
Health and Medical Program

All day care programs must provide for the health of the children they serve. They must have procedures and practices that detect illness and physical impairment; that protect children from communicable diseases; that assist parents to arrange for the elimination of correctible impairments; that emphasize positive health practices and preventive medicine; and, that provide for immediate medical attention when accidents occur. Sponsors will need to establish specific policies and procedures for appropriate health and medical care before the day care program accepts children.

Well-conceived health programs usually go beyond compliance with the legal requirements for health and safety. Good programs include parent health-education and some provision for assistance to parents of children with health or medical problems. Furthermore, good health programs make provisions for the staff's health and well-being for two reasons: first, a healthy staff is a more effective and efficient staff; and second, the day care program cannot afford to endanger the health and well-being of the children in care by permitting ill staff members to remain at work.

Establishing the Health Care Program

If a sponsoring group does not have a health program that can be adapted for its day care program, it is desirable to establish a standing Health and Medical Committee that will work with a Medical Advisory Committee to develop a health program to meet applicable legal requirements and to incorporate the best available medical knowledge into the program. Advisory Committee membership may include pediatricians, child psychiatrists, mental health specialists, dentists, orthodontists, public health specialists, registered nurses, safety engineers, pediatric social workers, child development specialists, and allied specialists. The exact composition of the committee will depend upon the sponsor's judgment and the expertise available in the community.

The Health and Medical Committee will need to visit the facility, or facilities, to be used for the day care program; to understand the characteristics of the groups of children who will probably be served by the program; to recommend to the governing board a realistic health and medical program; and to continually monitor the health program once it is put into effect.

The Children

Health programs usually provide for assessing children's health status as a pre-enrollment requirement. Obviously, it is important to know the state of each child's health when he enters care. The assessment most often includes the report by a licensed physician of a medical history and a physicial examination of the child, including certification that the child is free of communicable disease; a description of abnormal conditions, instructions for day care personnel and a record of immunization against the common childhood diseases are also included.

It is desirable to include a report of a dental examination, routine blood studies and a urinalysis as part of the assessment.

Screening tests to identify hearing, sight, and motor coordination limitations are desirable components of the health program. These tests can be incorporated into the program and can serve educational purposes for the children who receive them.

A continual immunization program will be planned because life-long immunity is rarely achieved through the initial innoculations. The protection of all the children in care depends upon each child receiving his "booster shots" when they are due.

Daily health inspections will assure the early detection of illness among the children and will permit the staff to observe which children need special help with hygiene practices.

Assuring nutritionally balanced meals and snacks for children while they are in care is a part of the health program because adequate nutrition is accepted as fundamental to the maintenance of health and to the prevention of illness. Menus for the children should include foods associated with the ethnic and cultural heritages of the children, as well as other foods. All cultures use foods and have special, simple dishes that offer balanced nutrition. Children should not be permitted to believe that their traditional cuisine is without nutritional merit. At the same time, they need opportunities to learn that foods from cultures other than their own are also tasty and nutritious.

Nutrition should be incorporated into the children's educational program in as many ways as possible. Meal and snack times offer one such teaching opportunity. Others exist in each part of the curriculum and should be capitalized upon regularly, yet imaginatively so that children become acquainted with many foods and become habituated to choosing and enjoying those foods which are nutritionally desirable.

Isolation of ill children will be part of good planning in the health program. Specific procedures for effective isolation should be developed and practiced routinely.

Physicians' statements that children are ready to return to day care after an extended absence may be a policy that sponsors will want to adopt. Children may require limitation of their activities for some period of time, although they are otherwise recovered from their illnesses.

Topical application of fluoride to children's teeth and provisions for dental treatment are desirable services within a health program. Maintenance of the first teeth in the best possible condition reduces the likelihood of malformation of the face and jaw and of dental problems later in life.

Administration of medication to children should follow the recommendations of the Health and Medical Committee. In general, medication that is not specifically prescribed by a physician for a particular child should not be given. Aspirin and antiseptics are medications. Therefore, they are usually subject to the same policies that govern other medications.

If children must receive prescribed medication while they are in day care, the directions should be foliowed exactly. Those who administer the medication should know whether or not the time at which it is given is important.

All medications should be kept in a locked compartment well out of the reach of all children.

Injuries to children occur in spite of the precautions taken to prevent them. The health program should provide a clearly-defined procedure for coping with them and the staff should review the procedure frequently so that its behavior will be both automatic and predictable when a child is injured.

Every injury, regardless of how slight it may be, should be reported. The health program should provide reporting procedures and reporting forms for staff use. Part of the monitoring function of the Health and Medical Committee should be to review these reports and to analyze them. Much can be learned about the effectiveness of the health program's preventive measures from these analyses. These reports and analyses should supplement the requirements of insurance carriers, who will also provide procedures and forms for reporting injuries covered by their policies.

Medical insurance for the children in care can be purchased at small cost. Many companies write such insurance and usually cover the children while they are enroute to and from the day care program, as well as while they are in care. Sponsors will want to give serious consideration to either providing such insurance or having parents purchase it as an enrollment requirement.

The Parents

The health program will need to plan for involving parents in efforts to improve and to maintain the health and well-being of the children in day care. The day care program, including its health program, is an ally of parents and not a usurper of parental prerogatives. Of course, the health program must establish policies and practices that protect all of the children, but it must include parents in any planning that affects their children.

Parents need to understand why any health or medical requirement exists. Interpretation of enrollment requirements can best be done as part of the intake interview and can be reinforced by providing parents with a booklet in which health and medical requirements are clearly related to the protection of their children's health and well-being.

If children are exposed to a communicable disease while attending the day care program, parents must be informed and suggestions given to them as to what they may do to protect their children as fully as possible.

Parents may need help in understanding the importance of diagnostic or treatment recommendations they receive. They may also need understanding and support in order to follow such recommendations.

Assistance in locating and using health services may be another parental need for which the health program should plan.

Financial assistance for some treatment or diagnostic procedures will usually be required by some parents. If the health program is not

designed to provide the assistance, it should know the resources of the community that may be able to offer assistance to parents. The Medical Advisory Committee can be helpful in identifying the health resources that may be available and in developing needed resources.

Health education for parents can probably best be incorporated into the broad parent-education program that is part of a well-conceived day care program. The specific health topics to be covered will depend upon what parents want and appear to need. Any topics chosen should be related to the experience of the parents and should be presented imaginatively with minimal reliance upon verbal presentation.

Nutrition and its relation to the health and well-being of families should be emphasized in parent education because of the widespread malnutrition among America's families, especially among its poor families. Efforts should be made not only to encourage parents to choose from a wider variety of foods, but also to appreciate the nutritional values that are present in those foods they favor because of their ethnic or cultural heritage. Many times parents can meet many, if not most, of their nutritional needs by more enlightened use of their traditional foods. Families are more likely to be willing to attempt to serve nutritionally balanced meals that consist of familiar foods with a few less familiar supplements than they are to make drastic changes in their food choices to achieve better nutrition.

The Staff

The health program will want not only to provide policies and practices that are conducive to the health and well-being of staff members, but also to assure that the staff effectively executes the health and medical policies and practices that have been adopted for children in care and for parents.

It is usual practice to require a statement by a licensed physician regarding the pre-employment physical and mental health, including a report of chest X-rays, for all staff members. It is reasonable to expect prospective employees to be able to discharge their duties energetically, pleasantly, and consistently. The results of pre-employment health reports, added to other information about prospective employees, permit more accurate assessment of prospective employees' ability to perform satisfactorily on the job.

It is desirable to require employees to be immunized against communicable diseases when they have no immunity, and to further require that they maintain their immunity by periodic re-innoculation or "booster shots."

Another desirable practice is to offer, if possible, or to require that employees regularly receive innoculations that confer temporary immunity from such illnesses as flu and colds or from communicable diseases to which they have been exposed—whether at work or elsewhere.

Ill staff members should be required to remain away from work until they have completely recovered. Returning too soon may be hazardous to the children in care, as well as to the health of the staff member. Ill employees are rarely effective employees.

If staff members are ill for more than a few days, requiring a physician's release may be protection for both the employee and the day care program.

Reports of annual physical examinations, including chest X-rays, should be required of all employees.

Legal requirements vary, but the health program will be certain that they are met by all employees. Some positions within a day care program may be more strictly regulated than are others. For example, food handlers are sometimes required to have blood and stool tests that are not required of other employees. The Medical Advisory Committee can help to decide whether or not all employees should meet identical requirements.

Injury to employees is a legitimate concern of the health program. Although the states and the companies carrying workmen's compensation insurance policies will have procedures and forms for reporting employees' injuries, the health program will want to review all injuries, perhaps even those that are not reported to the state and the insurance carriers. The health program may want to establish procedures and forms for reporting all staff injuries so that analyses of these records can be used to assess the effectiveness of the preventive policies and practices of the health program.

Staff training in health and safety policies and procedures is another aspect of a sound health program. All staff members should be furnished with copies of the health and safety policies and procedures after these are approved by the governing board. Each staff member should be thoroughly familiar with his responsibilities in the

health program and should know to whom he is to report difficulties or problems he may encounter in implementing the health program.

All staff members should receive basic training in administering first aid, with emphasis being placed upon doing what is necessary until competent medical attention can be secured. The first aid training should use the materials and the procedures that have been recommended by the Medical Advisory Committee and approved by the governing board and should not go beyond these limits. The purpose of the training is to assure that employees are competent to execute the approved procedures. Its purpose is not to develop medical technicians, ambulance attendants or combat medics.

The Health and Medical Committee may wish to recommend additional staff training as an outgrowth of its monitoring activities.

Operating the Health and Medical Program

The first consideration is to incorporate the health and medical program into the total day care program. It will not be effective if it is unrelated to the other day care services or if its functions are diffused throughout other departments or services. The health and medical program should be a recognizable entity with its own objectives and procedures.

It is desirable to have a public health nurse, or other health specialist, as head of the program. If such a specialist cannot be employed, a staff member who has training or experience that is as closely allied to the health field as possible may be assigned responsibility for the health and medical program. In any case, unless a staff member is allocated sufficient time and authority to implement the health program, it will remain a paper program. Paper programs are always futile and often dangerous. A health program cannot, and should not, be operated as an additional duty placed upon an already busy staff member.

Financing the health program will, of course, have priority in both its planning and operation. The Medical Advisory Committee can be helpful in suggesting which services deemed necessary or desirable can be secured from clinics, hospitals, civic groups, or private physicians without cost, or for small cost, and can also attempt to find new sources of financial assistance for diagnostic and treatment costs. The organization or governmental body that is helping to finance the day care program may permit an allocation for health services. Parents who use the day care program may be able to pay for some, or all, of the services their children require. Finally, the sponsor will want to assess how much of its health program can be financed from the sources mentioned above and then look for ways to finance the remainder. Foundations, private contributions, fund-raising events, public subscriptions are possible sources for securing the money to operate a well-conceived health program. Above all, think positively. If the health program is one which the Health and Medical Committee and the governing board believe is desirable, do not eliminate parts of it because the money is not immediately available. Take up the challenge to preserve a very fundamental portion of the day care program.

Carefully designed and carefully kept records are all-important in operating a sound health program. Each child in the day care program should have a permanent health and medical record. These records usually include a child's medical history, enrollment physical examination report, immunization record, records of dental examinations and treatment, observations of health and physical problems, records of health conferences with parents, reports of treatment by physicians, and accident reports.

Health program records should also cover health education activities with parents' groups, minutes of meetings of the Health and Medical Committee and of the Medical Advisory Committee, reports of the inspections of regulatory groups, results of analyses of health program functioning, and recommendations and memoranda about the health program that have been submitted to the governing board.

Another group of records that are a part of health program operation consists of directives, regulations, recommendations, procedures, and the like that cover health and safety requirements of governmental bodies and funding groups with which the day care program must comply.

Records that relate to children and their families are confidential and should not be available to anyone without the written release of a child's parent. On the other hand, the health program will need to consistently provide all staff members with information about policies and procedures and legal requirements as soon as approval for their release is obtained from the executive officer or governing board.

Records pertaining to staff health, physical examinations and findings, sick leave, and the like should probably be kept in the personnel file. However, the health program should be able to secure administrative approval to obtain information about immunization records, injuries and the like that is required to effectively operate the health program.

COMMUNITY DAY CARE ASSOCIATION

INDIVIDUAL HEALTH RECORD

CHILD'S NAME _____, _____
Last First

BIRTHDATE _____
Day Month Year

PHYSICIAN OR CLINIC: Name _____

Address _____ Phone _____

DATE ENROLLED _____ DATE TERMINATED _____

1. Pre-enrollment Physical Examination verification _____

   Date received _____

2. Pre-enrollment Immunizations completed _____

   Date received _____

3. Annual physical examinations (attach to Record)

Date Due	Date Completed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Immunization Record

Kind	Date Due	Date Received	Comments

5. Special health and medical conditions

Allergies (identify and describe)

Impairments (identify and describe)

_____

_____

_____

_____

Other chronic conditions (identify and describe)

_____

_____

_____

_____

_____

_____

6. Acute ilness

Diagnosis	Date Diagnosed	Date Released by Physician for Return to care	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. Health Conferences with parents (Use continuation sheet, if necessary)

Date_____ Purpose_____

Result _____

_____

Date_____ Purpose_____

Result _____

_____

Date_____ Purpose_____

Result _____

_____

(Use continuation sheet, if necessary)

COMMUNITY DAY CARE ASSOCIATION

Individual Health Record Continuation Sheet No. _____

Acute Illness (continued)

Diagnosis	Date Diagnosed	Date Released by Physician for Return to care	Comments

Health Conferences with Parents (continued)

Date_____ Purpose_____

Result _____

_____

Date_____ Purpose_____

Result _____

_____

Date_____ Purpose_____

Result_____

_____

Date_____ Purpose_____

Result_____

_____

Date_____ Purpose_____

Result_____

_____

COMMUNITY DAY CARE ASSOCIATION

ACCIDENT REPORT

Agency Use Only

1. Name of Center or Day Care Home_____

2. Name of Child Injured_____
Last First

3. Age of Child (birthdate)_____

4. Name of Mother or Guardian_____

5. Date of Accident_____

6. Description of Accident:

a. How was child injured? (What was child doing when he was hurt?)_____

_____

_____

b. Were there other children or adults involved?_____
How?_____

_____

_____

c. Was the child's Parent or Guardian called?_____

d. Was a Doctor contacted?_____

e. Nature and Location of injury (describe fully what area of body was hurt)_____

_____

_____

_____

_____
Teacher, or person in charge

_____ _____
Date Director

(This form to be filled out in duplicate)

Chapter VI.
Environmental Safety

Environmental safety is a continuous concern of day care programs. Some safety requirements are established by state, county or city regulations, while others will be adopted by a particular day care program in the light of its assessment of what practices will keep the children in care from physical harm. Safety should be considered in facility selection and preparation, in equipment selection, and in program operation.

Space Preparation and Arrangement

Facilities, after their selection, need to be studied for safe use of their indoor and outdoor space. Study should result in a general plan for the arrangement and use of the available space.

Indoor space should be arranged to provide well-defined traffic corridors through which persons can move from one area to another without having to walk through areas where activities are in progress. The traffic corridors should be uncluttered and free of equipment.

Ample storage space should be available so that equipment and supplies that are not in frequent use are out of sight. Anyone who has children will understand the attraction of a cherished game or toy that is in full view, yet just out of reach.

Space for quiet activities, naps, art activities, listening and talking should be arranged so that they are not interrupted by persons needing to go from place to place within a building.

Equipment that children use and are free to choose should be placed on shelves low enough for them to view and to reach without effort.

Child-size lockers or child-high hooks encourage children to be self-sufficient.

Locked compartments should be provided for equipment, supplies and medicines that are potentially dangerous to children. Everyone who is familiar with the insatiable curiosity of children will understand the need for these precautions, especially when a number of children, all eager to explore the unknown and untried, are congregated in the same place.

Outdoor space should be arranged so that the activities that require movement of any kind—swings, slides, see-saws, climbing towers, and the like—are allocated enough space to permit their full use without jeopardizing the safety of either those who use them or those who engage in other outdoor activities. Such equipment should be placed either on soft turf or on a bed of soft sand because children do fall from such equipment. Their landing on a soft surface is likely to decrease the possibility of serious injury when they fall.

A hard, smooth surface should be arranged for the use of wheeled toys, such as tricycles and wagons. Soft, uneven surfaces increase the possibility of the toys upsetting and of consequent injury to children who use them.

The hard surface can also be used for playing games when the turf or sand is too wet for use.

Soft turf or sand should cover an area for group games and free play. This area should be far enough removed from the wheeled-toy and movement areas to assure that children can run without danger of collision with those using equipment that moves.

A quiet, isolated location for a sand box or sand pile is desirable because children deserve to be uninterrupted while they work. Furthermore, a common reaction to interruption of children's sand play or to the destruction of their efforts is the throwing of sand at the intruders. Sand throwing is dangerous and must be prevented.

Although not always possible, it is desirable to arrange isolated space for a garden spot that children can use for growing hardy flowers and vegetables.

Safety Survey

When a facility has been secured, renovated and a plan for using its space has been developed, a building and grounds committee may find a safety survey useful before approving the facility for day care use. Some of the items that a committee will want to include in its survey are these:

Indoors

- heating equipment free of leaks;
- heating equipment covered or guarded to prevent accidental contact with it;
- hot water thermostat set low enough to prevent scalds when hot water is used;
- floor registers protected by fine screen to prevent articles being dropped in them;

- panes in all windows securely puttied to prevent their falling on children;
- large expanses of glass marked in many places; floor registers located to prevent tripping or heels being caught in them;
- floors smooth and without breaks that could cause tripping;
- wires off floor;
- stoppers for bathtubs removed and out of sight;
- safety mat on bottom of tub or shower;
- window screens on inside of windows to protect from broken or flying glass;
- handles removed from stoves if they can be reached by children;
- curtains constructed of non-inflammable material;
- sturdy steps provided for reaching high places;
- non-toxic paint on walls and woodwork;
- attractive equipment and supplies stored out of sight;
- dangerous materials in locked compartments;
- fire extinguishers in working order and accessible;
- exit doors easily opened from inside and readily visible;
- electric sockets covered by tape when not in use;
- gas jets capped when not in use.

Outdoors

- fence intact;
- gate latches out of reach of children;
- permanent equipment placed as planned;
- grounds free of nails, broken glass, sharp twigs or other hazards.

Equipment Selection

Good judgment and knowledge of the propensity of children to explore their environment through touch, taste, and taking things apart will prevent a building and grounds committee from choosing equipment that presents safety hazards to children. The best guidelines, perhaps, are assessing the probable durability of equipment under continually heavy use and each member's recollections of his own efforts to find new ways of using play equipment.

Generally, equipment should be selected, first, for its ability to stimulate children's imaginative play. Many commonplace items such as tractor tires, barrels, spools used for storing cable, large packing cases, and other items are valued by children. Regardless of what equipment is provided, it should be assessed for its safety. Some questions that a committee will want to ask about equipment are these:

- Is the paint non-toxic?
- Are all edges rounded and smooth?
- Are there any exposed nails?
- Have splinters been eliminated?
- Will a broken item produce sharp pieces?
- Is glass used in constructing the item?
- Are the materials non-inflammable?

Safety Practices

Environmental safety cannot stop, of course, with initially providing a safe environment. Daily practices in a day care program must be geared to safeguarding the children from environmental hazards. Some of the required practices are so obvious that they do not need mentioning. Others are covered by legal requirements. There are some practices that contribute to environmental safety that it might be well to mention.

The first requisite of environmental safety is a regular maintenance schedule. Prevention of hazards is always less expensive and less likely to result in human suffering.

Someone with knowledge and skill in maintaining buildings and grounds should be assigned to make frequent inspections and to do whatever is required to keep facilities safe. For example, it is better to have window panes reputtied periodically than to wait until one or more become loose or, possibly, fall out of a window. Gas heaters, electric cords and switches, water heaters, floors, fences, play equipment, and the like should be maintained in the best possible condition.

Another aspect of environmental safety is a plan for major renovation or overhaul of facilities and equipment and for replacing costly equipment periodically. Conditions change and facilities and equipment wear out. Environmental safety requires that facilities and equipment be equal to the demands made upon them at any time.

There are also some safety practices that inevitably become a part of management of each day care facility. Some of these practices are:

- scheduling frequent fire drills;
- scheduling extermination of vermin and rodents when children are away from facility;
- supervising the safe storage of dangerous materials;
- keeping traffic corridors and closets free of clutter;

- instructing housekeeping personnel in the safest ways to mop and wax floors.

Records

A building and grounds committee may want to devise a safety check-list and to initiate periodic safety inspections of all facilities used by the day care program. These completed check-lists should be studied by the committee. It should make recommendations to its governing board about what is required by each facility to assure that it meets the environmental safety standards of the board and of regulatory bodies.

A committee will want to have available to it records of the accident experience of each facility; reports of safety conditions as these are determined from inspections by regulatory bodies and insurance carriers; reports of its own safety inspections of facilities; records of maintenance work, arranged by facility; and, copies of its plan for major maintenance, renovation and equipment replacement.

Chapter VII.
Social Services

Social services, as a component of a day care program, usually include services to children in care and to their families. These services are designed to facilitate the adjustment of the children and their families to the changed social milieu which both children and families accept when day care services are used. Shared guidance and care of children is a new experience for both the parents and the children. Sometimes the experience carries heavy emotional charges for parents and children. Social services seek to alleviate or eliminate the emotional charges and to assist parents and their children to make the transition from home care to day care with as little disruption of family relationships as possible.

Enrollment Process

Many day care organizations designate as a social service the development and conduct of the enrollment process because they recognize that it is fraught with uncertainty and stress for families. Because such action is still viewed by many as a departure from the cultural norm of mothers caring for their children in their homes, it is a reasonable assumption that many families seeking day care service do so with some hesitancy and with mixed emotions. Consequently, the enrollment process should be carefully and sensitively designed to assist parents to clarify their reasons for seeking day care service; to help them to examine alternative plans; and, to support them in actualizing the plan that they eventually formulate.

The screening and enrollment process should be designed and conducted to assure that parents' dignity and privacy are preserved. The process should provide for parents to receive information about the day care service, as well as to give information about themselves. The concept of partnership between parents and the day care service should be promoted by actions as well as by words from the first encounters between social services workers and parents who seek day care service.

For example, a worker's voluntary description of a day care service—its program, its objectives, its methods—before requesting information from parents, could answer many unspoken questions that parents are certain to have. An interview's focus could thus be shifted from one of seeming to scrutinize families to one of seeming to want to share with families in developing whatever plan will be most advantageous for their children's well-being.

Although much information about children and their families is essential to formulating sound day care plans, parents need to know by action, as well as by words, that all information sought has a direct bearing on their decision to use day care service and upon the organization's efforts to best serve their children. No information should be sought that does not have such a demonstrable purpose and none should be requested without extending to parents the courtesy of explaining its purpose. To refrain from so doing unmistakably tells parents that the day care organization regards them as unimportant and suggests to them that the organization functions from a philosophy of "we know best what is good for you and for your children." Parents should not be made to feel that abrogating their parental prerogatives is the price for using the day care service.

Examining alternative plans for caring for families' children should always be an exchange of information and views between parents and social services personnel. There is no longer room in soundly operated day care organizations, for pontifical pronouncements from "experts" to the effect that families "ought" to do anything. Human relations have developed far beyond the point where any professional person should permit himself the presumption of knowing with any degree of certitude what another should do. However, as helping persons, social services personnel must never abandon their obligation to analyze, to point out alternatives, to ask clarifying (even disturbing) questions when such activities are warranted. Sensitive, informed sharing of their knowledge and experience by social services personnel can be especially helpful to parents as they struggle to decide what day care service, or if day care service, is best for their children.

Fee setting should be another activity in which parents participate, although the final determination of a fee must be by an agent of the day care organization, a social services worker. Parents deserve to know something about the method by which fees are established. No parent

is so uneducated, so unsophisticated, so unaware as to be incapable of understanding a simple, straight-forward explanation of how the charges assessed him are determined. If parents are accorded such an explanation as part of the enrollment process, they are less likely to have doubts about the fairness of the organization's policies when they later learn that other parents pay more or less for the same services. And, they will learn of fee differentials!

Explanation of the fee-paying procedure should be part of a carefully conceived enrollment process. Parents need to feel that they fully understand the financial obligation that they are undertaking. They need to know when they will be billed, whom they should pay, what (if any) adjustments in fees will be made and for what reasons. All of the discussion of fee-paying should be conducted in a fashion that is business-like, yet reassuring to parents. It should clarify exactly what the fees will cover and should emphasize the obligation of day care personnel to perform satisfactorily, as well as parents' obligation to pay their fees regularly. Parents should leave with the knowledge that they are equal partners with the personnel of the day care organization in an effort to provide their children with quality day care service.

Being equal partners, parents and day care personnel have reciprocal obligations which neither can shirk and which each must fulfill to the satisfaction of the other. Modern day care programs should not permit the slightest vestige of a giver-receiver relationship between its personnel and parents who use its services. The best time to demonstrate the appropriate, reciprocal relationship is during the enrollment process. The forthright discussion of fee-paying is one more way to demonstrate that relationship.

Parents need to know exactly what they may expect from the day care organization in regard to such practices as: hours during which children are accepted for care; if meals are provided and if so, which meals; clothing and other equipment that they are to provide; pre-enrollment medical requirements; requirements for releasing a child to someone other than the person authorized to call for the child; and, other such nuts and bolts of procedure that help parents to function as intelligent partners with the day care personnel in the care of their children.

A pre-enrollment visit to the facility, or facilities, in which children will be cared for should be part of the enrollment process. Both parents and children need to meet the adults who will care for the children and to see other children engaging in the regular activities offered by the day care organization. Such visits reassure parents about the atmosphere in which their children will spend so much of their time each day. Parents have the right to know exactly what will be expected of their children; how their children will be disciplined; what their children can be expected to gain from their daily experience; who is responsible for the welfare of their children; how the safety of their children is protected; and, how they can receive information, make suggestions and register complaints. A pre-enrollment visit should provide an opportunity for the person in charge of a facility to not only volunteer information about these practices, but also demonstrate to parents how a facility's program incorporates these practices into its daily operation.

Children are better prepared for the daily separation from their parents when they have an opportunity to first visit the day care facility in the company of at least one of their parents. It is easier for them to accept separation from their parents when they feel assured of acceptance and understanding from the adults who will care for them while their parents work.

A simply worded booklet describing the requirements and regulations of the day care program should be provided for parents at the time they enroll their children. The booklet should cover everything that is discussed at the time of enrollment so that parents can refresh their memories or clarify their understanding of points discussed during the enrollment process.

The booklet can also provide additional information that parents may find useful, such as the names and titles of the supervisor of each component of the organization, the names of members of the organization's governing board, the names of chairmen of various parents' groups, the meeting days, times and places for parents' groups, a calendar of special events for the day care organization, and other pieces of information that are found to be helpful for parents to know.

Booklets that are conceived without considering the particular needs of those who will use them say to parents that a day care organization is not only ignorant of their needs, but also uninterested in their functioning as informed partners in the task of providing quality day care for their

children. Booklets should include many illustrations and should be designed to eliminate an over-reliance on words to make their explanations. Otherwise, those parents who are not accustomed to reading will be discouraged from using them. Furthermore, if the day care organization finds that many of its parents speak languages other than English, it has an obligation to prepare booklets in those languages that parents speak.

Adjustment to Day Care

Social services in day care organizations direct much of their activities toward assisting children and their parents to cope with the changes in their lives that occur when families use day care services. Adjustments are of many kinds. Even the simplest ones, such as parents re-arranging their daily schedules to permit them to take their children to the day care service and to call for them in the evening, require considerable effort and, sometimes, considerable support and encouragement. Other adjustments may be even more difficult as family members enter into new relationships with each other and with the personnel of the day care service. Sometimes unresolved conflicts are intensified as new responsibilities and new relationships emerge within families. Any of these difficulties within the family impede children's adjustments to day care service and their parents' ability to use the service.

Observing children in care to note their adjustment to their new surroundings provides social services workers with clues to the kinds of assistance that both children and their parents may require. Children who consistently arrive with unwashed faces and uncombed hair suggest that their parents may be having difficulty in scheduling their time of a morning. Perhaps some discussion and encouragement can assist these parents to develop practical methods for handling the morning preparations with their children.

Children who appear to be confused by and resentful of the most elementary limits imposed upon them by adults may be suffering from the results of conflicting child rearing practices at home and at the day care facility. Discussion with parents of the possible conflict may result in agreements about child rearing practices between parents and the day care facility that lessen children's confusion and resentment of the limits placed upon them in both places.

Sometimes children require special help in making their adjustments to day care. Social services can offer such help by working with a child in a one-to-one relationship, or by arranging for a teacher or a volunteer to offer the needed special help with guidance from social services.

Sometimes children need opportunities to be part of a special activity group in which the activities are used not for their possibilities for intellectual learning, but rather for their potential for social and emotional learning. Such groups should be conducted by highly skilled persons who have been trained to use group processes for these purposes. If social services personnel are not themselves prepared to lead such groups, they should know how to secure the required leadership.

Another adjustment is required of children when they either transfer from one group of children to another or leave the day care service. Children need to be prepared for the loss of friends and familiar routine. Social services can often assist children to make these transitions with minimal discomfort. Sometimes a simple explanation of what is about to happen and the reasons for the change will provide children with the security they need. Other times, social services may arrange for a gradual transition in which children spend decreasing amounts of time in the familiar situation and increasing amounts in the new situation until they are able to give up the old and to enter the new without discomfort.

Referrals

Within day care organizations, social services usually carries the responsibility for referring parents and children to other community services that they need and want. Often, the changed patterns of family functioning that result from using day care services highlight family difficulties that previously were either dormant or ignored. Social services should know what resources its community offers to help these families cope with their difficulties. The day care organization should also devise referral procedures that prepare families to use services, assist them to receive services, and create a cooperative relationship with those services used by families.

Social services should assist families to recognize their need for those community services that can help them cope with whatever difficulties interfere with family functioning. Once family members conclude that they wish to improve their family's functioning they should be assisted to

determine their priorities for attacking their difficulties. (It is a reasonable assumption that long-standing family difficulties do not stem from a single source and that they will not be resolved by using one community service.)

After families have determined their plan and priorities for attacking their difficulties, social services should prepare them for referral to each community service. They should be assisted to secure such documents as birth certificates, proof of residence, and physician's statements. They also may require assistance in assembling such documents as work histories, school transcripts, receipted bills, and statements of income and expenditures.

Families may also need to be prepared to complete any forms that community services require. Some services require that those who apply complete certain forms. Other services may accept information already compiled by the day care organization.

Families should know exactly what intake (admission) procedure they will be required to follow for each referral. Many feelings of confusion, frustration and rejection can be prevented if families are prepared for each new experience. Anyone is more secure for knowing what is going to happen to him in a strange situation and for knowing how he is to respond to the demands that will be made upon him.

Families should be asked to sign release forms that permit the day care organization to transmit pertinent information about them to the community services that they wish to use. Families deserve an explanation of the confidential nature of such information and the assurance that the community services they use will respect its confidential nature.

Referrals to community services should be made in the order of priority that families have established and only after they have been prepared for them. Social services should transmit to the community services all of the pertinent information possessed by the day care organization about those families who are referred. The assembled information should be in the hands of particular community services prior to the times that families will be seen by them.

If families are faced with crises and their needs for service are urgent, most community services will accept emergency telephone referrals, collecting the most essential information by telephone and waiting for the written information to be transmitted somewhat later. However, emergency referrals should not be used as a means for circumventing the usual referral processes of the day care organization or of other community services. In this, as in other endeavors, crying "wolf" too often can destroy inter-agency relationships and impede services to families who truly require emergency assistance.

Social services should confer with families after they have been interviewed by a community service to assure that they have no misunderstanding or apprehension after their initial experience with that service.

The day care organization's social services should make every effort to create and maintain cooperative relationships with all of the health and social welfare services that exist in its community. Social services should have a firm grasp of the eligibility and intake requirements of each community service and should honor these when referring families to it.

At the same time, the day care organization needs to be sensitive to conditions that limit the use of services by families of children in care. The day care organization should work diligently with the community planning organization, governmental bodies, and particular services to effect whatever changes are required to make services available to more of the families who need them. Along with these efforts, the day care organization should assure that those families who are referred to community services are sufficiently prepared to make the best possible use of them.

Also, the day care organization can directly help to overcome some limiting conditions. For example, the day care organization may find that certain services required by many of the families of children in care are not readily available because demands for services are great and the budgets for them, small. Perhaps the day care organization can contract for these services, using monies for the purpose that would not be available to the over-burdened services.

Perhaps certain services are situated in sections of the community that are almost inaccessible to families of children in care. These services may be amenable to a regular, part-time schedule for their workers at day care facilities if office space and office supplies are provided by the day care organization. A similar arrangement may provide services to families during evening

hours, if services are not ordinarily available during these hours.

Supervising Family Day Care Homes

Some day care organizations place the supervision of their family day care homes within their social services: sometimes regulatory bodies require it and sometimes day care organizations voluntarily choose such an arrangement. Those organizations that are not under legal mandate should carefully study all possible options before deciding which component of their organizations should supervise this service.

If the day care organization is under legal mandate to place family day care homes under social services supervision, it is essential that it develop these services in a fashion appropriate to the special supervisory demands inherent in family day care. More will be said about these demands in Chapter IX.

Records

All information about families is confidential and should be kept in locked files. Access to the files should be limited to the least possible number of persons. No information should be released to anyone outside the day care organization without written consent from the family.

Records are usually kept by family name and information about all family members is kept in one folder. Care should be exercised in noting the different surnames of family members. Sometimes a cross-index card file is helpful for this purpose.

Some of the records that are usually found in families' files are these:

- application for day care service;
- family history;
- summaries of conferences and counseling sessions with family members;
- records of referrals to community services;
- summaries of home visits;
- summaries of case conferences held on behalf of families;
- records of financial reviews and changes in fees paid by families;
- correspondence relating to families;
- signed "Release of Information" forms;
- copies of information about families sent to anyone outside the day care organization.

COMMUNITY DAY CARE ASSOCIATION

APPLICATION FOR DAY CARE

The purpose in securing this information about your child is to help the Day Care Staff better understand your child and to help you know what to expect from the day care center or day care home program. Your child's care during the day is a responsibility we share.

Family Name_____ Mother_____ Father_____

Address_____ Telephone No._____ Marital Status_____

Children: (For whom placement is requested)

	Name	Nick Name	Birthdate	Place of Birth	Center (group) or Day Care Home
1.					
2.					
3.					
4.					
5.					

Mother's Employer_____ Address_____ Tel. No._____

Work Hours_____ to_____ Number of Days_____

Father's Employer_____ Address_____ Tel. No._____

Work Hours_____ to_____ Number of Days_____

In emergency call_____ Tel. No._____ Relationship_____

Who will call for child_____ Means of Transportation_____

Other members of household (including children not under care)

1._____

2._____

Has child had previous day care placement?_____ Where?_____

Reason for requesting placement_____

Age of child when mother returned to work_____

Doctor or Clinic used_____ Address_____ Tel. No._____

Income	Gross (Specify monthly or weekly)	Other (AFDC, etc.)	No. days employed per week
Mother			
Father			

Assigned: Social Worker_____ Facility to be used_____

Date to enter_____ Fee_____ Plan of Payment_____

Insurance_____ Plan of Payment_____

COMMUNITY DAY CARE ASSOCIATION
DEVELOPMENTAL HISTORY

CHILD'S NAME_____ Birth Date_____
Last First Day, Month, Year

PERSONAL HISTORY
Type of Birth_____Normal_____Premature_____Any complications?_____

Age he began sitting_____Crawling_____Walking_____

Is he a good climber?_____ Does he fall easily?_____

Age he began talking_____ Does he speak in words?____or sentences?____ Does he have any difficulties in speaking?_____Other language_____

Special words to describe his needs_____

HEALTH
What arrangements can you make for child's care during illness?_____

Doctor's name_____Address_____Phone_____

What communicable diseases has child had? Measles (Big Red)____Measles (3 day)_____

Mumps_____ Chicken Pox_____ Whooping Cough_____ Other_____

Any serious illness or hospitalization?_____ Hospital Preferred_____

Any physical disabilities?_____ Any known allergies (asthma, hay fever)?_____ (insect bites, medicines, etc.)

How many colds has your child had this past year?_____ How does the child react to an elevated temperature?_____ Special instructions if child becomes ill_____ Are any medications given regularly?_____ Has doctor ever prescribed aspirin?_____

EATING:
Is child usually hungry at mealtime?_____ Between Meals?____

What are his favorite foods?_____

What foods are refused?_____

What eating problems does the child have?_____

Any food allergies?_____Does child eat with spoon?____ Fork?____ Hands?_____

TOILET HABITS:
Can the child be relied upon to indicate his bathroom wishes?_____

What word is used for urination?_____ for bowel movement?_____

Does the child need to go more frequently than usual for his age?_____

Is he frightened of the bathroom?_____Does he have accidents?_____

How does he react to them?_____ Does child need help with toileting?_____

Was the child easy or difficult to train?_____ Does the child wet his bed at night?_____ How often?_____

DEVELOPMENTAL HISTORY (Continued)

CHILD'S NAME _____ BIRTH DATE _____
Last First Day Month Year

SLEEPING:

What time does child go to bed? _____ Awaken? _____

Is he ready for sleep? _____ Does he have his own room? _____ Own bed? ____

Does he walk, talk, or cry out at night? _____

What does he take to bed with him? _____

What is his mood on awakening? _____

Does he take naps? _____ (From when _____ to _____)

SOCIAL RELATIONSHIPS:

Has he had experiences in playing with other children? _____

By nature is he friendly? _____ aggressive? _____ shy? _____ or withdrawn? _____

How does he get along with his brothers and sisters? _____ other adults? _____

With what age child does he prefer to play? _____

Does he know any children in the center or day care home? _____

Do you feel he will adjust easily to the day care situation? _____

Does he enjoy being alone? _____ How does he relate to strangers? _____

Does he demand a lot of adult attention? _____

What makes him mad or upset? _____

_____ How does he show his feelings? _____

What do you find is the best way of handling him? _____

Who does most of the disciplining? _____

Is he frightened by any of the following: Animals? _____ Tall people? _____

Rough children? _____ Loud noises? _____ Dark? _____ Storms? _____ Anything else? ____

Favorite toys and activities at home _____

Does he like to be read to? _____ Listen to music? _____

Does he prefer to play outdoors? _____ Can he ride a tricycle? _____

Has he had experience with: Clay? _____ Scissors? _____ Easel Painting? _____

_____ Finger painting? _____ Blocks? _____ Water Play? _____

COMMENTS:

In what particular ways can we help your child this year? _____

_____

DEVELOPMENTAL HISTORY (Continued)

CHILD'S NAME_____ BIRTH DATE_____
Last First Day Month Year

Describe your child briefly (physical appearance, personality, abilities)_____

_____

_____

If school age: Grade Placement_____ Where_____ Adjustment_____

_____

ADDITIONAL INFORMATION FOR BABIES AND TODDLERS:

Any history of colic?_____ Is baby's skin highly sensitive?_____

Frequent diaper rash?_____ Do you use: oil?___powder?___lotion?___other?_____

Are plastic pants used?: always_____ sometimes_____ never_____

Current feeding schedule_____

_____

_____

Length of time this schedule in use_____

Any special feeding problems?_____

How has child been fed?: held in lap_____high chair_____other_____

Are bowel movements regular?_____ How many per day?____ What time?_____

Is diarrhea?_____ or constipation?_____ a problem?_____

Does child use a pacifier or suck thumb?_____

Does child pull up?_____ Crawl?_____ Walk with support?_____

Does child have a "fussy" time?_____ When?_____

How handled_____

_____

Has toilet training been attempted?_____ What is used at home?: Potty chair_____

Special Toilet seat_____ Regular toilet seat_____

Date Placement is Desired_____

Fee set_____

Facility_____

Worker_____

COMMUNITY DAY CARE ASSOCIATION

MEDICAL STATEMENT FOR ADMISSION

I do hereby give my permission for the attending physician to give to the authorized representative of the Community Day Care Association any medical information which would be helpful to my child.

Parent's Signature_____

Name of Child_____ Age_____
Date of Examination_____ Center or Day Home_____

Medical History

1. Previous hospitalization: Yes___ No___ If so, where?_____
2. Is child allergic to anything? Yes___ No___ If so, what?_____
_____
3. Any previous illnesses? Yes___ No___
4. Any operations? Yes___ No___ If so, what?_____
5. Any physical handicaps? Yes___ No___
6. Is child under care of a doctor? Yes___ No___ If so, for what reason_____
_____
7. Any history of mental retardation? Yes___ No___
8. Any history of convulsions? Yes___ No___
9. Any history of diabetes in family? Yes___ No___
10. Any history of heart trouble? Yes___ No___

Physical Examination

Temp._____Pulse___Resp.___Wt.___Hgt.___Heart___Chest_____
Throat___Neck_____Abdomen_____ GU_____Ext._____
Neurological System_____
Teeth_____Skin_____Head_____Eyes_____Ears_____
Should activities be limited?_____
Recommendations_____
_____

The above named child has been given a routine medical examination and has been found free of infectious or contagious diseases.

Doctor_____

Telephone Number_____

Address_____

_____

_____
ASSOCIATION

Parent's Agreement :

I consent to the enrollment of my child/ren_____ _____ with the_____Association and agree that the_____Association shall not be responsible in case of sickness or injury of this child/ren while in the attendance of an Association facility or in transit to and from the facility.

I give my consent for my child/ren to take part in field trips or excursions under proper supervision.

I agree to pay the weekly fee in advance and I will carry out the rules and regulations of the Association.

I further agree that in case of accident or injury, emergency medical care may be given in the event that I cannot be contacted immediately.

_____
Mother's Signature

_____
Father's Signature

_____
Witness

_____
Date

Worker_____ Case No._____
New Case_____

FAMILY CARD

NAME OF FAMILY_____
Last First (Mother) First (Father)

CHILDREN UNDER CARE

	Last Name	First Name	Birthday	Facility or Group
1.				
2.				
3.				
4.				

HOME ADDRESS_____ HOME TELEPHONE_____

MOTHER'S WK. TEL._____ HRS.____ FATHER'S WK. TEL._____ HRS._____

HOURS OF CARE_____ WHO WILL CALL FOR CHILD?_____

EMERGENCY CONTACT_____ TEL. NO._____

DOCTOR OR HOSPITAL_____ TEL. NO._____

Re:_____
Family and/or Individual

_____
Birth Date

AUTHORIZATION TO RELEASE INFORMATION

TO: Community Day Care Association

I (We) hereby authorize and request you to furnish complete information concerning your contacts with members of our family to any agency or institution from which we may seek or receive service.

I (We) hereby release you from all legal responsibility or liability that may arise from the act I (We) have authorized above.

Signed:_____
1st name, middle initial, last name (Women are to use their own given name - Example: Mrs. Mary X. Doe)

_____
(Relationship to)

Signed:_____

_____
(Relationship to)

_____
Date

Chapter VIII.
Psychological Services

Psychological services seek to understand the forces that have shaped a person's perceptions of himself and of his world and view his behavior as an expression of these perceptions. These services are not exclusively devoted to treating emotional and mental difficulties and illnesses. They have great value for helping those who are emotionally healthy to understand their own feelings and behavior more fully. They are desirable adjuncts to day care programs because they offer new perspectives from which the program in its entirety can be viewed, and because they can help children, parents, and staff to understand more fully why they think, feel and behave as they do.

Psychological services may include diagnostic testing, a variety of activities that help persons to discover their real feelings and attitudes about themselves and others, and various arrangements to support and assist persons to enhance their ability to cope with the stresses that are inevitable in life. How these services may be used by day care programs will be discussed below.

Role in Program Operation

Psychological services can play a part in preventing practices in the day care program that are detrimental to the emotional health of the children, the staff, or both. For example, order and routine are important to the security and maturation of children; but, order and routine can be carried to the point where children are prevented from developing the capacity to think or act without being told to do so. The psychological services can suggest desirable limits for emphasis on these attributes of program operation.

Recommending program practices and procedures that contribute to the emotional security and growth of the children and staff is also a psychological service. For example, observation and study of the developmental status evaluations of children in a center may reveal that many of them are not eating well because many unfamiliar foods are being offered them within a short period of time. The psychological services may recommend that unfamiliar foods be introduced less often and that more familiar foods be offered until most of the children are eating well.

At another time, psychological services may observe that staff irritability increases in the latter part of the day. A recommendation may be made that staggered schedules be worked out so that staff members are not required to maintain their close association with the children for long periods. The psychological services staff may recommend alternatives such as longer rest periods for staff in the afternoon, or that a sitting room be provided where staff members can withdraw from the children for rest and quiet.

Parent education may be more pertinent to parents' unspoken concerns and may be more appropriate to their modes of learning if psychological services are enlisted in planning and presenting topics. For example, requests from parents for discussion of how to discipline children may be prevalent, but the psychological services may find from the requests that parents are unsure about what they should expect from their children at various developmental stages. Providing parents with more knowledge of what can be expected of their children may eliminate many of their concerns about discipline and permit parents to set limits that their children can accept and adhere to.

Also, parents may express the desire to have more lectures from "experts," but the psychological services may point out that the parents require opportunities for learning through their own experience in order to benefit from the lectures. Parents could be helped to plan visits, role-playing sessions, or other concrete activities as preliminaries to the desired lectures.

Consultation service for the day care staff is another psychological service that can enhance program operation. Questions arise about particular children, groups of children, choices among teaching or social service techniques and methods, and appropriate responses to specific situations. The psychological services can assist staff members to examine all aspects of situations and to understand what effect their own personalities will have upon their choices among possible alternatives for coping with them.

Each staff member is different. What each is able to do in a situation should protect not only others—children, parents, other staff members, the community—but also the affected staff member's integrity. Psychological consultation can often provide protection for everyone likely to be affected.

Staff Development

Psychological services can be helpful in two major ways in a day care organization's staff development program.

One kind of help that these services can offer to staff is that of suggesting approaches to sex education, to language development, and to discipline. Also, the services can help the staff to identify behavior that suggests the need for further psychological evaluation. Even if the entire staff is highly versed in the behavior expected from young children and in techniques for helping children to mature, their knowledge can be expanded and refined with the assistance of psychological services.

Another way in which psychological services foster staff development is by making staff members more sensitive to their own behavior and the sources from which it springs. Such knowledge helps staff members to better evaluate their modes of relating to the children. By staff members accepting their own feelings and enhancing their ability to understand their relationships, the quality of the day care program is enhanced.

Services for Particular Children, Parents or Families

Psychological services can assist children in care and their families to deal with their emotional difficulties. Services can be extended to those who require them both indirectly, through other day care services and staff members, and directly through activities of the psychological services staff with children and their families.

Services are often extended indirectly through case conferences, focused observations of children by teachers and social services workers, home visits, and counseling that is supervised and recommended by the psychological staff. These indirect services often provide enough help to persons and families to resolve or ameliorate their emotional difficulties.

Direct psychological services may include diagnostic testing that helps the psychological staff to identify possible sources of emotional stress.

Direct services usually incorporate treatment activities such as private sessions and play therapy. These activities are, perhaps, the ones most often recommended, although other desirable ones may also be recommended.

Securing Psychological Services

Each day care organization will want to examine its own needs, the psychological services that its community offers, and its potential sources of adequately prepared personnel before it devises its plan for providing psychological services.

The size of the organization, the staff's range of education and experience, and the psychological needs of the children in care and of their families are the bases of the organization's psychological services. Once the desired scope of the services is established, the day care organization will be better prepared to assess what services it can secure from other sources and those it may wish to incorporate into its own program.

Among the community services that a day care organization will want to identify and to understand are these:

- mental health, especially preventive services;
- child guidance services;
- diagnostic services, including diagnostic testing;
- treatment services for children and adults—both in-patient and out-patient.

Some kinds of psychological services are often provided by public schools, by colleges and universities, and by private groups, as well as by hospitals and medical clinics. A day care organization will want to explore every possible community service and to assess the potential role of each in its plan for providing needed psychological services for the children in care and for their families.

The most suitable service arrangements will depend upon not only the needs of the day care program, but also the demands already being made upon the community services. Sometimes community services may provide some assistance at no cost, while requiring fees for other kinds of assistance. Other times, these organizations will require fees for all services. The day care organization may be able to contract with one or more community services to provide all of its psychological services. It is also possible that the community services will already be subject to heavy demands and will prefer working cooperatively with the day care organization, rather than making a contractual commitment.

If a day care organization determines that it will provide some, or all of the psychological services for children in care and their families, it will need to seek qualified personnel to guide the services. Usually, psychological services are guid-

ed by either a psychiatrist or a psychologist who possesses a Ph.D. degree. These specialists are rarely employed as full-time staff members, mainly for two reasons: 1) their full-time services will rarely be required, except by large day care programs; and 2) their numbers are small in most communities, so that they are both in great demand and expensive. Usually, they serve as either consultants or as part-time staff members.

Liaison Between Psychological and Other Day Care Services

Unless a day care organization employs a full-time staff member to direct its psychological services, it will need to establish some liaison procedure between its psychological and other services. It is customary to identify the liaison functions as one of the social services. The two services share many aims in their work with the same persons or groups and have a long history of collaborative work. However, placing the function among the social services is not sacred and another arrangement may be equally valid. Regardless of where the liaison function rests, all of the day care services should have equal access to the psychological services personnel.

Records

All records of the psychological services are confidential and should be open to no one without the authorization of the psychiatrist or psychologist in charge of the services. Information is released to other day care services by the person in charge of the services in the manner that he believes will be helpful to those who require it while protecting, at the same time, the privacy of the children, parents and families. Likewise, requests for information from outside the day care organization are evaluated and answered to the extent and in the manner that the head of the services deems desirable. Even then, no information should be released without the written consent of the parents.

Records of psychological services may include such items as these:

- reports of diagnostic tests;
- summaries of treatment sessions with persons and groups;
- reports of observations of and recommendations about program operation;
- summaries of staff development sessions conducted by personnel from the psychological services;
- summaries of consultations and conferences;
- correspondence relating to persons, groups, program operation and the psychological services;
- signed forms authorizing release of information.

Chapter IX.
Parent Involvement

The very nature of day care programs require them to do everything possible to involve the parents of the children in care in every significant aspect of their organizations. Day care programs are always partnerships with parents because the same children are the concern of both. Each must understand and reinforce the other if the children's interests are to be adequately served.

Parent involvement requires careful planning and sustained effort. Its purpose should be to develop an ever-expanding cadre of leadership that can help to fashion day care policies and programs at every level within day care organizations.

Place of Parent Education in Plan for Parent Involvement

Parent education is the beginning point for parent involvement. It should have the dual objective of offering knowledge that parents want and need and of offering entry into the leadership structure of the day care organization.

The primary unit for parent involvement is usually a parents' group that is affiliated with the facility that cares for the children of the parents in the group. Parent education is usually conducted within the framework of these groups.

Parents welcome opportunities to develop their understanding of the day care organization and of its philosophy and objectives. It is doubtful that many parents would use these terms to express their interest and concern, but nevertheless, they are eager to know what goes on within the organization and why it engages in certain activities but not in others.

The first order of business should be, perhaps, to help parents understand the day care organization and its program. The techniques for developing understanding of the organization will vary among day care programs because of the differences within them and of the differences in the parent groups they serve. In general, touring facilities, attending board and committee meetings, engaging in the activities and routines that their children pursue, and as many other opportunities for experiential learning as can be devised by dedicated persons with fertile minds will be preferable to lectures, charts and even discussions.

Later, after parents have seen, touched, heard, smelled and tasted enough to have absorbed the "feel" of the organization and program, they may welcome clarification of their perceptions through discussions and question and answer sessions. After they feel, they begin to know.

Understanding how their children are cared for and why things are done as they are may open the way for parents to examine how they rear their children and to ask for knowledge and information that they lack. The parent education program will want to offer more opportunities for parents first, to have relevant personal experiences and second, to have opportunities to test and to correct their perceptions.

Eventually, parents will arrive at the point where they have enough knowledge and understanding of the day care program and of child rearing principles to begin formulating opinions about the day care program and their potential roles in it. A day care program will want to nurture in every possible way, these first efforts of parents to find roles within the organization.

Parents may want to formally elect their group leaders at this time. They may also want to appoint committees to work with the staff of the facility in which their children receive care. For example, they may want to share in planning and executing special events at the facility and may appoint a committee for this purpose. Or, they may believe that more creative experiences are desirable for their children and may appoint a committee to meet with the facility's director to gain more understanding of the creative opportunities offered and of those that might be possible through the development of more resources.

Parent education will always be an essential component of the day care program, and parents should be encouraged and assisted to assume increasing responsibility for planning what will be offered and the methods of presentation that will be used. Thus, parent education achieves its objectives.

Parent Advisory Councils

Parent advisory councils are useful in

day care organizations that have several facilities. Their purpose is to bring together parents from all of the organization's facilities for exchange of ideas and expression of common concerns.

Advisory councils can be helpful to day care organizations in such ways as these:

- The council reflects widespread concern among parents that can be acted upon by the organization.
- The council serves as a sounding board for gauging reaction to proposed changes in program operation.
- Parent education programs of interest to more than one parents' group and that are more extensive than a single group can execute can be sponsored by the council.

Policy Advisory Committee

Representation from parents' groups on policy advisory committees should be encouraged by day care organizations. There is no substitute for thoughtful examination of policies by those who use day care service. Every aspect of operation is enhanced when consumers' voices are heard. Who knows better than they, what the ultimate results of the program are in the lives of the children and their parents?

The number of representatives from parents' groups that should serve on a policy advisory group will depend upon the size of the day care program and upon how long it has been operating.

If the day care program is large, an attempt should be made to have representatives from the geographic areas in which the program operates, and from the socio-economic and ethnic groups it serves. The number of parents who serve on policy advisory committees will depend upon the size of the committees. Some day care organizations require that at least fifty percent of the members be parents or their representatives. Others have smaller numbers of parents.

If the day care program is new, it may be possible to find a few parents who have time to serve and enough knowledge of organizational functioning to be both comfortable and productive as members of a policy advisory committee.

If its parent involvement activities are successful, an established day care program will have a continuing source of parent representation built into its organizational structure.

Parent Representation on the Governing Board

Day care organizations will want to careful thought to the parent representation require on their governing boards. Such repre tation is desirable and should be encoura However, it is unfair to elect parents to the bo merely because they are parents. Tokenism is more acceptable here than it is elsewhere. If th are parents who have the time and the experie to function comfortably as board members, t should be elected.

If the day care organization is new may wish to devote its time and energy to creat a structure for parent involvement and to devel ing leadership ability among all of the parents rapidly as is feasible. When parent-leaders ready to serve on the governing board, they sho be welcomed.

Day care organizations should not tempt to determine immediately how many p ents should serve on the governing board. T question will usually be answered by an organi tion's operating experience.

Staff Support for Parent Involvement

Day care organizations will want to riously examine both the amount and the qua of staff support that they allocate to parent volvement. If organizations truly want parents play significant roles in formulating day care po cies and practices, they will regard this aspect service as one that deserves real efforts and c ative thought.

Small organizations may assign the sponsibility for developing and directing pare involvement activities to a staff member w carries other responsibilities, or they may contra for the service with another organization that skillful in helping persons to develop their lead ship abilities.

Large organizations may want to enga someone whose sole responsibility is developi and directing parent-involvement activities. The activities should be a recognizable entity within t day care organization and should not be diffus among other services.

All day care organizations will want support their parent-involvement activities wi their full resources. They will also want to esta lish a structure within their organization that pe mits parents to assume leadership roles of increa

ing responsibility and complexity.

Aside from those who are charged with developing parent leadership, an entire day care organization—staff and board—should be imbued with the conviction that parents in leadership roles can and will exercise a salutary influence upon a day care organization.

Teachers, social services workers, supervisors and administrators will want to examine every aspect of their work to create opportunities for parent involvement and to incorporate parents' views and recommendations into their plans and practices.

Perhaps the most important support that day care organizations can offer parents is belief in doing *with* them, rather than in doing *to* them.

However, day care organizations must contain their enthusiasm and govern their efforts by the pace to which parents can absorb and use new experiences. Sensitive timing and careful selection of experiences are vital ingredients in parent involvement. Each group of parents will require its own program and time-table. Patience, skill, attention to detail, hard work, and wisdom produce results.

Day care organizations that want real parent involvement will be willing to work, struggle and wait. When genuine parent involvement develops, these organizations will arrive at new, exciting concepts of what their day care services can offer to their communities.

Records

Records of parent involvement activities may include such items as these:

- Minutes of meetings of parents' groups, parents' advisory councils, and policy advisory committee.
- Lists of committee members.
- Summaries of conferences with committee and group chairmen.
- Records of attendance at meetings.
- Plans for parent education sessions.
- Evaluations of parent education sessions.
- Records of visits, observations, joint meetings.
- Copies of recommendations and resolutions made by parents' groups.
- Correspondence relating to parent involvement.

Records should be used with the knowledge and approval of the group affected and, when desirable, names of persons that appear in the records should be disguised.

Records should be kept methodically and in current condition. Access to them should be restricted to those who need to refer to them.

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COMMUNITY DAY CARE ASSOCIATION

PARENTS' GROUP SESSION RECORD

Date_____

Name of Group_____Meeting Sponsored by_____

Held at:_____ Attendance: Parents_____ Other_____

(Attach list giving full names of parents and others attending)

Topic: _____

Speakers: _____

Name Organization Title

_____

Name Organization Title

Other Resources Used: _____

Summary of Content Presented:

Group Response:

Individual Response (Participants)

Staff Evaluation and Comment:

Signature_____

COMMUNITY DAY CARE ASSOCIATION

INDIVIDUAL EVALUATION - GROUP SESSION
(To be completed by parents. No signature required.)

Date:_____ Group: _____ Event:_____

Check as many as you wish of the following points ...

1. I found this event :

( ) challenging	( ) routine	( ) other:_____
( ) stimulating	( ) dull	_____
( ) interesting	( ) a waste of time	_____
( ) disturbing		

BECAUSE ...

2. The material presented was:

( ) challenging	( ) a re-work of old stuff
( ) stimulating	( ) annoying
( ) new to me	( ) other: _____
( ) interesting	_____

BECAUSE ...

3. I wish that:

Chapter X.
Volunteers in Day Care Programs

Day care organizations will, at some time, consider using volunteers in their program. Organizations will want to examine the roles that they envision for volunteers and where they believe they can secure the help they need. Parents, residents of the neighborhood(s) in which organizations have facilities and their entire communities are all sources of volunteer help. Volunteer programs should probably begin at home with the parents—moving next to the neighborhood(s) in which organizations operate facilities and finally to entire communities. Such a practice supports organizations' commitments to parent involvement in day care programs. It further places parents, residents of neighborhoods where day care facilities operate, and residents from other sections of communities in the exciting and rewarding position of being co-contributors to a common enterprise.

Planning for Volunteer Services

Board members, parents, and staff at all levels and from all services should share in planning for volunteer services. Those who are close to one segment of program operation and those who view it broadly will both contribute valuable ideas about how volunteers can be used in the day care program. It may be advisable to appoint a committee representing the perspectives of staff, board and parents.

One person will need to be assigned the responsibility for coordinating the volunteer service. In small organizations, the role may be filled by a volunteer or by a staff member who also carries other responsibilities. Larger organizations may require a full-time coordinator of volunteers. In any case, volunteer service should be recognizable within the day care organization and preferably, should not be a part of another service.

Developing the plan for volunteer service should begin with surveying the existing jobs that volunteers could perform and with brain-storming the possible new or enriched services that may be developed with volunteer resources.

Existing jobs of every sort should be examined. Every job, even the executive officer's, will include some tasks that volunteers can do. Note should be made of tasks that are occasional and of those that are continual. Times of peak work-loads in each job should also be noted. The survey should identify the skills and the personal attributes that will be required for each task or job that volunteers can perform.

Creative minds will envision numerous ways in which volunteers can enable the day care organization to offer new, expanded, and enhanced services that go beyond reducing the ratio of adults to children in care. Naturally, an increased number of adults working with the children is desirable, and many volunteers will undoubtedly be used in this fashion.

After the surveys and the brain-storming are completed, the possible jobs and tasks that volunteers can perform should be submitted to parents' groups for their appraisal. The groups should identify those jobs or tasks that they believe they can perform. These should be compiled and earmarked as "parent-volunteer" assignments.

The parents' group and the staff of each facility should look at the remaining tasks or jobs and suggest those that residents of the neighborhood in which the facility is located would be willing to undertake. These should be designated "neighborhood-volunteer" assignments.

The remainder of the jobs and tasks will be those for which volunteers from other sections of the community will be sought. These should be designated "community-volunteer" assignments.

When its jobs are identified and classified, the day care organization will need to decide how it wishes to initiate its use of volunteers. Will it begin by attempting to fill certain kinds of jobs, such as typist, facility hostess, friendly visitor, teacher helper, and landscape gardener? Will it be more desirable to attempt to fill all of the volunteer jobs at one location or in one service? The point of beginning will be that which best suits an organization's need and capability.

Planning Flexibility

As the volunteer service develops, there may be occasions when certain "parent-volunteer" assignments prove impractical in one location, or throughout the organization. Sometimes, certain "community-volunteer" assignments will be ably filled by parent volunteers or by neighborhood volunteers. The volunteer service plan should be flex-

ible enough to accommodate shifts of responsibility among the participating groups.

In general, community volunteers should be used to supplement whatever volunteer service parents and neighborhood residents can provide. More supplementation will be required at some times than at other times. The plan should take changing conditions into account.

Volunteer Recruiting

Methods of recruiting volunteers will vary with the size of the day care program and with each assignment classification. Small organizations may find it preferable to recruit volunteers individually through appealing to persons they know who can fill their volunteer jobs. Larger organizations may wish to use broader appeals. Each assignment classification will require a somewhat different recruiting plan in all organizations.

Parent volunteers can best be recruited by parents' groups. The group should be helped to devise methods suitable for them. They should develop schedules for doing the jobs they agree to undertake and should assume the responsibility for covering these jobs. Naturally, staff should assist the groups with their volunteer projects just as it would with other group projects.

Neighborhood-volunteer recruitment will probably be more successful if it is undertaken by parents' groups and the staff of the neighborhood facility. Some combination of neighborhood publicity and personal appeals to particular residents should probably be used.

Recruiting community volunteers may be successfully accomplished by personal appeal and word of mouth if either the number of volunteers required is limited, or the skills sought are specialized. Personal appeal and word of mouth recruiting may also be desirable during the first phase of a volunteer program, because the day care organization may wish to gain experience in using volunteers before undertaking an extensive recruiting project.

If a day care organization is thoroughly prepared to undertake extensive recruiting, it may want to use a combination of mass publicity and presentations to community groups. The organization may want to enlist the aid of someone possessing public relations or publicity experience to assist with the recruiting campaign, unless, of course, someone on the governing board or the staff has the required experience.

Generally, large recruiting campaigns should be positive in tone. Emotional appeals to help the "poor, or helpless, children" exploit the children and their parents and tarnish the organization's image among sensitive residents of the community. It is desirable to emphasize what the parents and the neighbors are already doing and to couch the appeal in terms of the possibilities for co-contribution with parents and neighbors that community residents are offered through volunteer service. Such an appeal reaffirms the organization's commitment to doing *with*, rather than doing *to, or for*, the children and their parents. Many residents of a community will enthusiastically respond to *doing with* others.

A written application for volunteer service should be required. These applications should be simple, factual and brief.

Screening and Assigning Volunteers

Every application for volunteer service should receive the same careful consideration that is given to applications for paid employment. Volunteers are part of the day care organization and their functioning will exert as much influence on its effectiveness and efficiency as does that of paid staff.

Potential volunteers should be interviewed after their applications have been studied. If there are jobs available for which a particular volunteer appears to be qualified, these should be discussed at the interview. If a potential volunteer's qualifications and interests are inappropriate for the unfilled jobs, he should be invited to leave his application with the day care organization pending an appropriate opening.

Sometimes potential volunteers have unique qualifications and interests that can, with the application of imagination, be incorporated into the day care program, although they were not originally included as volunteer jobs.

No day care organization need assume that it is obligated to use every volunteer that applies. Keeping in mind the organization's purpose for using volunteers—to offer new, expanded, or enhanced services—is the best antidote for doubt on this point. Forget any possible repercussions in the community that may originate with rejection of some volunteers. These are short-lived and are no threat to the organization if volunteer selection is fair and results from program needs.

Volunteers should be assigned particular jobs and work schedules. If a volunteer is assigned

to "help with" the children or the reception desk, the organization has failed to plan adequately for volunteer service. Furthermore, the volunteer is exposed to all sorts of misapprehensions and conflicts because of a vague assignment. Neither the organization nor the volunteer can afford such loosely defined responsibility.

Orienting and Training Volunteers

Volunteer orientation and training will depend upon the size of the organization, the number of volunteers it uses, the range of jobs volunteers perform, and the group from which they come, i.e., parents, neighborhood, or community.

Parents and neighborhood volunteers will have acquired some information about program operation because they use the program, because they observe from their yards and porches, or because they know families who use it. Their orientation and training require a starting point and techniques that are suited to their understanding of the day care operation and their modes of acquiring and using new knowledge. Perhaps orientation and training for their volunteer service should be jointly planned and executed by those responsible for parent involvement and those responsible for volunteer orientation and training.

Orienting and training community volunteers should be a cooperative effort of board and staff. All community volunteers will need to know about the day care organization, its program, and the relationship that will exist between the staff and the volunteers. These subjects can usually be covered in group sessions.

Every effort should be made to make group sessions stimulating. Some techniques that may be used are:

- slides and motion pictures showing the parents and neighborhood volunteers in action;
- slides and motion pictures showing children engaged in usual activities;
- visits to facilities and to administrative offices;
- demonstrations of teaching and of group management;
- role playing to demonstrate children's feelings and behavior in selected situations, techniques for coping with selected kinds of behavior, techniques for putting at ease parents who apply for day care service, and techniques required in other situations that volunteers may encounter;
- discussion and question and answer periods.

Training for community volunteers may be more effective if it combines on-the-job training by the volunteers' supervisors with periodic workshops designed for volunteers doing similar jobs. If the number of volunteers is small, the workshops would cover material of a more general nature.

Staff training should not be overlooked in the volunteer training plan unless staff members have had experience in training, assigning, supervising and evaluating volunteer workers. Staff members need to be absolutely clear about the volunteer role and the staff role. They should expect volunteers to do what they are assigned to do, yet be sure that they know what to do and how to do it. The staff needs to feel secure in discharging its responsibility so that the presence of volunteers who may be better educated or from another ethnic group does not overwhelm it.

Supervising Volunteers

The fundamentals of enlightened supervision apply equally to volunteers and to paid employees. Volunteers need to know exactly what is expected of them. They have the right to expect to be shown how to do unfamiliar tasks; to be able to try new tasks; to be corrected when they err in their performance; and finally, to be permitted the freedom to perform those tasks that they master. Volunteers, as do other employees, need to understand the limits within which they function—limits of policy, law, or expertise. They also should be able to ask questions and to request whatever additional information they may require. They should report to work promptly, stay the time they agreed to stay, and keep time sheets.

Volunteers should expect to have their abilities and their limitations understood and accepted, and to have their feelings respected and protected. Their achievements should be recognized, and their lapses made as painless as conditions permit.

At the same time, volunteers should neither expect nor receive unwarranted privileges or recognition. They should not be excluded from the work-family; neither should they be pampered members of it. They should be treated as coworkers to the limits that *prudence permits.*

Evaluating Volunteer Service

Evaluation of volunteer service has two faces. One face is the organization's evaluation of

each volunteer's performance and of the effectiveness of the entire volunteer effort. The other face is volunteers' evaluation of the volunteer service and of their experiences in it. Each face will view the volunteer service differently. Sometimes the views are widely divergent; sometimes, relatively close. Day care organizations will need to provide regular, periodic procedures for each volunteer's work to be evaluated and for the volunteer service to be evaluated by the volunteers.

A procedure for evaluating volunteers' performance should include planned observation of volunteers by those who supervise them; supplementary observation by the staff member who coordinates the volunteer service; regular, periodic written evaluations prepared by each volunteer's immediate supervisor; review of the written evaluations by persons to whom the supervisors are responsible; and discussions of the evaluations with the volunteers. The discussion should be between the coordinator of volunteers and the volunteers.

Volunteers should be asked to write periodic evaluations of the volunteer service. There should be a standard form that volunteers use for this purpose. Some of the topics that may be evaluated are:

- orientation and training;
- assignment;
- supervisory assistance;
- effectiveness of the volunteer service;
- changes suggested;
- satisfaction received from volunteer service.

The coordinator of volunteers should receive these evaluation forms directly from the volunteers and should discuss their evaluations of the service with the volunteers.

A Volunteer Manual

Part of operating an effective volunteer service is the compilation of a volunteer manual that can serve as a reference book for volunteers. They want to know as much as possible about the organization and how it operates. They inevitably have questions that they didn't know to ask in orientation and training sessions. Most of all, a manual offers factual material that can be studied at leisure. Putting such material in a manual eliminates much incomplete understanding that results from note-taking during orientation and training and subsequent inability to understand the notes. A volunteer manual should cover these topics:

- purpose of day care organization;
- list of members of governing board;
- sources of financing;
- services offered;
- administrative headquarters;
- names and office locations of key personnel;
- location of all facilities operated by the organization;
- role of volunteer;
- rules and regulations to be observed;
- samples of records such as time sheets, performance evaluation, and volunteer evaluation of the volunteer service.

The manual may include a section that deals with topics that relate to work with children, or these topics can be covered in a separate manual for volunteers who will perform jobs that require such information. Among the topics that will need to be covered in this section of the volunteer manual, or in a separate one, are these:

- some procedures for activities with the children;
- some simple "do's" and "don'ts" for handling children's behavior;
- some of the "magic words" that children respond to;
- sample daily schedules that the children observe;
- safety precautions to observe with children;
- field trip procedures;
- other topics that will help volunteers to function comfortably and effectively.

The material offered volunteers who will work with children should be of the "how to" genre and should not offer a treatise on philosophies of child development. Some volunteers may already be well-versed in the field, while others may seek information as they face real situations with the children. The latter are not likely to read child development material or to understand it until they have need of it, and the former will feel that they are being patronized.

"Christmas Basket" Volunteers

Certain seasons, such as Christmas and Easter, are likely to bring a rash of groups wanting to "do something" for the children. Children can tolerate just so many strangers and so much upset in the orderly routine of their days. They should not become agents for flattering the egos of those who occasionally get the itch to join the human race in caring about others. At the same time, some of these groups consist of warm, enthusiastic

persons who can relate to the children without affectation and who may become continuing friends of the day care organization.

The groups with genuine concern for others should be separated from those that need a "Project" and have shopped around before pouncing on the day care program. Day care organizations can adopt some procedures to protect the children against exploitation while opening the way for them to enjoy new relationships and experiences.

The first action that a day care organization can take is to decide how many holiday events the children can tolerate. Parents' groups should be consulted before a final decision is made. When the number of events is established, one person should be assigned to receive all requests to have parties at the facilities or to take children to parties elsewhere.

As requests are received, they should be screened. Those that seem to offer opportunities for the children should be explored to determine what a group perceives as its role and what it perceives as the organization's role. The coordinator should ascertain the number of children that the group wishes to entertain; the day, time and duration of the party; the amount of adult supervision offered by the group; and, if away from the facility, the address of the party and the transportation plan that the group has made for the children.

The information should be offered to the staff persons whose groups appear most likely to benefit from the experience. If the party should be accepted for a group of children, the potential sponsor should be invited to bring a committee for a planning meeting with the person who is coordinating arrangements. At least one adult should accompany teenagers or children whose groups are sponsoring parties.

The planning meeting should be used to help the group to develop a plan for its party that includes activities appropriate for the children who will attend; to suggest ways for the group to relate to the children so that they and the group members can be comfortable with each other and can enjoy the experience; and to establish that adults affiliated with the day care organization will accompany the children, will provide assistance in maintaining order, and will be responsible for the safety and well-being of the children.

Adults that the children know well, whether staff members or capable volunteers, should be on hand for the party to reassure the children and to help them feel comfortable with their new acquaintances.

Thank-you letters should be mailed to groups as quickly as possible. The letters should be appreciative, but should not be obsequious. If a group did a good job, it should be invited back.

Records

The volunteer service will need to keep such records as these:

- the master plan for volunteer service;
- volunteer jobs unfilled;
- volunteer jobs filled and by whom;
- dates of assignments, transfers and termination of volunteers;
- applications of potential volunteers;
- summaries of orientation and training sessions;
- volunteer's performance evaluations;
- volunteers' evaluations of the volunteer service;
- summaries of conferences and group meetings with volunteers;
- lists of groups and organizations from whom volunteers have been recruited, and for what purposes;
- correspondence relating to the volunteer service.

Records of the volunteer service that can be helpful to other services should be judiciously shared, but the evaluations of volunteers' performance are confidential and should not be available to anyone. The coordinator of volunteers may, at his discretion, share general statements about volunteers' functioning under clearly defined conditions. The records should be so placed that access to them can be controlled.

COMMUNITY DAY CARE ASSOCIATION

VOLUNTEER REGISTRATION FORM

Date_____

Name_____ ( ) ( ) ( ) Phone No._____
Last First Mr. Mrs. Miss

Address (Present)_____ Own Car__Yes or __No

Permanent Address_____ Drivers License____

Married?_____ Children: Names and Ages_____

_____

_____

Date and place of birth_____

Type of activities you are interested in working with_____

_____

_____

Educational Background:

School	Address	Date Attended	Degree

Activities participated in at school or in the community_____

_____

_____

_____

_____

Hobbies_____

_____

_____

Foreign Languages_____

_____

_____

What experience have you had as a volunteer in community services?__

_____

_____

What special training have you had in health, music, art, dance, group leadership, athletics, etc.?_____

_____

_____

_____

Do you play a musical instrument?_____

_____

Do you have teaching experience? (If so, please describe)_____

_____

_____

What age groups have you worked with as a group leader?_____

_____

_____

What skills or special interests do you have that are not mentioned that you feel could be particularly helpful as a volunteer?_____

_____

_____

_____

As a volunteer how much time would you be interested in giving? (Please specify: morning, afternoon or evening hours; weekdays or weekends; approximate hours per week/or hours per month)_____

_____

_____

What do you feel makes a good volunteer in the field of day care service?_____

_____

Why do you wish to do volunteer service with this agency?_____

_____

_____

Who referred you to this agency?_____

_____

COMMUNITY DAY CARE ASSOCIATION

EVALUATION OF VOLUNTEER PERFORMANCE

Name_____ Date_____

Position_____ Unit_____

Supervisor_____

Check the space that describes the volunteer's usual performance.

	Never	Rarely	Usually	Always
Reliability				
Punctual				
Notifies supervisor ahead of time if				
Late				
Absent				
Arranges for substitute when necessary				
Completes assignments				
Interest				
Accepts assignments cheerfully				
Desires to learn as much as possible about assignment				
Suggests ways to perform assignment more effectively				
Personal Attributes				
Responds flexibly to the unexpected				
Displays sense of humor				
Seeks information upon which to base judgements				
Accepts children or co-workers as they are				
Relationship to Organization				
Exhibits understanding of volunteer role				
Evidences knowledge of organization's purpose				
Actively interprets work of organization				

EVALUATION OF VOLUNTEER PERFORMANCE (Continued)

COMMENTS: (Include assessment of volunteer's contribution to the unit's work.)

Signed_____
Supervisor

OBSERVATIONS:

Signed_____
Volunteer Coordinator

RECOMMENDATIONS: (To be made by Volunteer Coordinator.)

Remain in Present Assignment _____

Transfer _____

Terminate _____

Other (describe) _____

Conference with volunteer. Date?_____

Signed_____
Volunteer Coordinator

COMMUNITY DAY CARE ASSOCIATION

EVALUATION OF VOLUNTEER PROGRAM

Name of Volunteer_____ Date_____

Orientation (Complete only if this is your first evaluation of Volunteer Program, or if you have received additional orientation that you have not evaluated.)

Date of Orientation_____

Helped me to understand the day care organization. Yes____ No____

Gave me confidence in my ability to be a good volunteer. Yes____ No____

I liked best:

I liked least:

I wish:

Assignment

Unit_____ Position_____

I like my work. Yes____ No____

I believe that I could do more in my present position. Yes____ No____

I believe that I would enjoy doing another kind of volunteer work. Yes__ No_

I wish:

Supervision

I receive the help that I need to do my job. Yes____ No____

I wish I could be helped to:

I like:

I do not like:

EVALUATION OF VOLUNTEER PROGRAM (Continued)

Volunteer Program

The volunteer program helps volunteers feel useful. Yes_____ No_____

The volunteer program is:

a waste of time _____

well organized _____

not well organized _____

needs improving _____

I would:

I would not:

COMMENTS (Write anything that you wish to say.)

Signed_____
Volunteer

Chapter XI.
Family Day Care

Family day care is emerging as a complementary and supplementary service to the care of children in day care centers. The Child Welfare League of America defines family day care as, "the care of a child in the home of another family. Family day care supplements the care of parents who continue to carry their responsibilities for the child." Family day care is a community service provided by persons who live in, or near, the neighborhood in which the children in care reside. The care provided is part-time and may be supervised by a day care or social service agency.

Uses of Family Day Care

Family day care is often the best plan for children who need special care and for some families.

Infants and very young children may be better served by family day care than they would be by care in a center. In the first place, the shift from their own homes to day care homes that provide similar environments may be better tolerated by very young children. In the second place, day care mothers may supply the mothering that these children require by providing consistent and individualized care within the atmosphere of a family.

Children who are emotionally troubled, physically handicapped or mentally retarded are more likely to be comfortable and responsive in the smaller, more flexible setting of a day care home than they would be in that of a day care center.

Generally, family day care affords older children (from 8 to 14 years) the opportunity to be among their friends in their neighborhood while receiving adult supervision. Friends of like age are more necessary for children's growth and development during these years than is true for earlier or later ages.

Family day care can offer service in sparsely populated areas where group-care facilities would not be justified. The children who require day care services may be scattered, but a day care home can usually be provided that is more accessible to them and their families than the nearest group-care facility.

Family day care is more likely to adequately serve the needs of those parents who work unusual hours. Where it would be uneconomical to keep a group-care facility open to accommodate a few children whose parents work late in the evening, at night, or on week-ends, a day care mother may readily care for these children.

Families who have several children who require day care service may be better served by family day care. If parents should need to leave their children at different group-care centers, the time and energy required each morning and evening of both parents and children could be excessive.

Some children require a day care service other than that offered by group-care facilities. There are children who can benefit from being with children of various ages more than they can benefit from being in an age-graded group usually found in a day care center. Some children flourish when they are challenged by the activities and behavior of older children. For some children, an older child can serve as a badly needed model after whom to pattern his behavior.

Possible Indirect Value of Family Day Care

Family day care is an attempt to make service accessible to those who need it by placing it in, or close to, their neighborhoods. Housing patterns in most communities place families of similar socio-economic status in relatively close geographic proximity. Consequently, family day care that serves families who have small incomes will be provided by other families of similar means.

Planning for Family Day Care

If day care organizations determine that their services to the working parents in their communities would be enhanced by using family day care, they will need to first engage in considerable study and planning.

In most states family day care homes must be licensed, just as are group-care centers. Consult the state department of public welfare and any local bodies that license or regulate day care facilities to find out what requirements must be met by day care organizations and by the families who will render family day care.

Once the licensing and regulatory re-

quirements are understood, day care organizations will want to determine how they wish to initiate family day care service. Is there a section of their communities that needs service, but does not have reasonable access to the existing day care facilities? Are there many families who place their young children in the group-care facilities but whose older children are unsupervised before and after school? Are the waiting lists at existing facilities inordinately long? Are day care organizations able to offer children with handicaps the services they require? Any one of the above conditions could suggest a starting point for family day care service. There are also other conditions that may be more pressing than any of those mentioned. Each organization will need to determine for itself the way in which it will begin. In all probability, each organization will decide to start with a limited number of family day homes until it can gain enough operating experience to expand the service.

Finding appropriate day care homes will be the next concern of day care organizations. Parents' groups will be a good resource. They may know neighbors who have the required personal attributes to make loving day care mothers and who also have appropriate indoor and outdoor space. Sometimes parents have friends in those neighborhoods where day care homes are being sought, although they do not live in them. Parents will often enlist these friends in the search.

Community organizations that serve the target neighborhoods can suggest families who may be potential day care parents. Area churches and schools are other sources that can be helpful. Sometimes they can suggest particular families and, if they cannot, they may be willing to publish an announcement in their bulletins about the search. A small detail: a simply worded announcement prepared by the day care organization may explain what is wanted more accurately than one prepared by someone else.

If the resources mentioned above locate one or two or three good prospects in socio-culturally deprived neighborhoods, start screening and processing these immediately. The important truth is that the sooner one home is licensed and actually caring for children, the easier it will be to secure others in these neighborhoods. The concrete and the immediate carry infinitely more weight in socio-culturally deprived neighborhoods than do all the discussions, plans, media campaigns, speeches and pamphlets that an organization produces in twenty years. Evidence secured through one's own eyes, one's own experience, one's conversations with relatives or friends is the only valid evidence for most residents of these neighborhoods.

The licensing process for day care homes usually consists of a thorough study of the family relationships; the amount of indoor and outdoor space that the home offers; the home's freedom from fire, safety and health hazards; the personal attributes of the family, especially the mother; and, the physical health of family members, especially the absence of communicable diseases and of neurological or emotional illness in any member of the family who comes into contact with the children.

Sometimes the licensing study will be conducted by the agency responsible for issuing the license. Other times, the day care organization may be approved by the licensing agency to make the studies and to grant day care home licenses.

Some of the potential day care homes may need to rearrange their use of space, or open a door that has been nailed shut, or place a guard in front of an open heater, or make similar changes before meeting minimum licensing requirements. The person conducting the licensing study should be encouraging, and if possible, suggest how the required changes may be made. Sometimes families are not familiar with tools or methods for doing simple maintenance work.

The day care organization cannot expect family day care homes to have all of the equipment that is needed to care for the children placed in it. Part of its planning for family day care should include the collection and construction of simple equipment that will be lent to day care parents when they need it. An inventory of equipment lent to each day care home should be prepared. Day care parents should sign for equipment they receive and should be held responsible for its condition and safety. Naturally, equipment will suffer wear and tear, but the day care organization and the day care parents should have a common understanding of "normal wear and tear." Of course, the day care organization should plan to have equipment returned when the day care mother is not using it. Prompt return of such items as cribs and playpens when not required by the children in a day care home will reduce the amount of such equipment that the day care organization will need to stock.

Training Day Care Mothers

Day care mothers will need to understand the regulations of the agency and of legal bodies that affect them. They will also need to know the general daily plan for feeding, snacks, rest and activity that they are expected to follow. Furthermore, they will need help in selecting appropriate activities for the children in their care, and in some instances, will need to learn games, songs, finger-play, story-telling and art activities. They will also need to know what safety precautions they are required to observe, how to deal with accidents and with children who become ill unexpectedly.

Small group meetings held in a place that several mothers can conveniently reach will be, perhaps, the most desirable arrangement for explaining and discussing most of the factual material that the day care mothers need.

It will be helpful to explain forms that day care mothers must complete by their practicing the use of the forms and by allowing plenty of time for questions.

Visits to the organization's headquarters and, for selected experiences, to a group-care facility can also help day care mothers to understand the organization for whom they work.

Demonstrations of games, discipline techniques, safety precautions, caring for abrasions, use of equipment, and activities that are appropriate for children of different ages can be conducted in one day care home for small groups of day care mothers.

Occasional large meetings of all day care mothers at the day care organization's central facility can be stimulating to day care mothers and can make them feel that they are part of something that goes beyond their neighborhoods. However, it will be wise to plan for follow-up interpretation of what was said and done at the large meetings. Too often, large meetings do not lend themselves to day care mothers asking questions because they feel that the others will think them stupid. Also, large meetings are sometimes filled with telling and talking. Day care mothers may need time to sort out all that was said before knowing what questions they have.

A Family Day Care Manual, should be given to every day care mother as soon as her home is licensed. It should be simply written and should have few pages of solid text. Too much text can be frightening to persons who may not read extensively. The following topics should be covered in the manual:

- day care mother's relationship to the day care organization;
- day care mother's relationship to children and to parents;
- licensing requirements;
- fees and attendance policies;
- discussion of discipline;
- daily schedule;
- meal planning, sample menus, and meal-time procedures;
- provisions for rest and sleep;
- clothing;
- play, including games, toys, and common items;
- field trips, including suggestions, procedures and precautions;
- environmental safety;
- health requirements for the children and the day care home family;
- samples of forms and instructions for using them.

Individual conferences should be regularly scheduled with the child development specialist, nurse and social services worker. Additional conferences should be arranged whenever the day care mother requests them.

Supervising Family Day Care

The essential requirement for successful family day care service is strong, skillful, creative supervision. The peculiar combination of conditions that are inherent in family day care demand it. First of all, family day care is a decentralized service and such a service requires different supervisory talents and techniques than does one that is housed under a single roof. Secondly, family day care service requires that the expertise of all of the day care services be coordinated and related in ways that are uniquely appropriate for supporting, guiding and teaching mothers in their own homes. Thirdly, many of the day care mothers may have had limited life and work experiences so that the ways in which the day care organization's expertise are offered must be appropriate to their ways of learning.

Often, family day care is supervised by the social services, using child development and health specialists for consultation and training sessions with day care mothers. The arrangement works well in many organizations. However, social services are not automatically endowed with the

supervisory strength and skill that a family day care service requires.

If a day care organization finds it impractical to operate its family day care service as a separate entitity, under the kind of supervision the service needs, it should be placed under whichever component possesses the most appropriate supervisory talent.

Evaluating Family Day Care

The following three aspects of family day care service should be evaluated: 1) the physical environment that homes maintain; 2) the performance of day care mothers; and 3) the developmental status of the children in care.

The physical environment should be evaluated at frequent intervals so that the children who are placed in the home are always safe from illness or injury. Licensing requirements in most states include an annual study prior to licensing renewal. Day care organizations may want to plan for more frequent, systematic environmental evaluations. Indoor and outdoor environmental evaluation should cover such items as these:

- use of available space;
- cleanliness;
- safety;
- lighting;
- ventilation;
- amount of space in relation to licensing requirements;
- provisions for napping and rest;
- meal preparation and service;
- adequacy of equipment—amount and condition.

Day care mothers' performance should be evaluated regularly and frequently. Some of the aspects of performance that should be evaluated are these:

- personal attributes;
- methods of working with children;
- ability to plan and execute appropriate activities for the children;
- meal preparation and service;
- napping and rest procedure;
- relationship to parents;
- relationship to day care organization.

Regular, periodic assessments of the developmental status of the children in care should also be part of evaluating the family day care service. The same procedure should be used as is used for assessing the development of children in group care. Family day care service should provide as much opportunity for learning and maturation as does group-care service. Nothing less should be tolerated by the day care organization.

Payment Arrangements for Family Day Care

These three methods for paying for family day care are prevalent: 1) employment of day care mothers by the day care organization; 2) viewing the day care mother as a self-employed person; and 3) paying a retainer to day care mothers to keep their homes licensed and themselves available for accepting children. Each method has value. That chosen by the day care organization will depend upon community conditions, the size of the day care organization, the rate of expansion of the family day care service, and a host of other considerations.

It is desirable to adopt a single policy for payment, rather than to attempt to use more than one method because the entire group of day care mothers will know that different arrangements are in use, and no amount of logic will justify the differences in the eyes of day care mothers.

When the day care mother is an employee of the day care organization, the fee-collection is usually handled by some one other than the day care mother. The day care mother reports attendance and makes other reports as required. The organization deducts withholding tax, social security tax and whatever other payroll deductions are customary. The organization would need to determine the fringe benefits to which day care mothers would be entitled as employees.

When the day care mother is considered to be a self-employed person, the usual practice is for her to collect whatever fees the day care organization has established for the particular families who use her service. The day care mother keeps records of attendance and fee collections and submits these to the day care organization, along with her bill for services—computed on the formula agreed upon by the mother and the day care organization. If the fees do not cover the bill for services, the day care organization pays the difference. Delinquent fees and irregular attendance are the day care organization's responsibilities under the plan.

The day care organization makes no payroll deductions under this plan, requiring that each day care mother keep her own income records for tax purposes. The day care organization

does not extend fringe benefits to day care mothers when this plan is used.

Paying retainers to day care mothers permits a day care organization to place a child in family day care when necessary, and may permit more selective and rapid placement of children because homes are available when needed. Careful interpretation of the retainer method would probably be essential because day care mothers may tend to believe that they should be paid more when they care for more children. Their reasoning would be that it is "right" to receive more pay for more work. While retainer payments may be desirable and feasible for some day care organizations, the method is perhaps more sophisticated than either of the others. The subtleties involved should not be overlooked.

Records

Family day care service records are, for the most part, confidential and access to them should be controlled. Records that should be kept in locked files include medical reports, licensing studies, evaluations of day care home operation, those of the families and their children who use day care homes, conferences with day care mothers and fee arrangements with day care mother.

Other records that should be kept include these:

- children's attendance records;
- reports of accidents to children;
- lists of equipment lent to and in use by each day care mother;
- records of licenses issued and renewed;
- summaries of training sessions;
- records of each child placed with each day care mother, including transfer and termination of care;
- records of all applications from families wishing to operate day care homes, including notations as to why they were not licensed;
- correspondence relating to family day care service.

COMMUNITY DAY CARE ASSOCIATION

MEDICAL REPORT

Mr. and Mrs._____ have applied for approval to maintain a day care home for children. Information on the health condition of the applicants and other members of the household is an important part of the investigation of the home. General physical examination of all members of the household is required as part of the State Licensing Law. We would appreciate your completing the following form.

APPLICANT

I hereby authorize Dr._____ Address_____
to give medical information concerning my health to a representative of the Community Day Care Association.

Signed:_____

TO BE COMPLETED BY PHYSICIAN :

Date of Examination_____

Name_____ Age_____ Height_____

Weight_____ Blood Pressure_____ Do you consider this within normal___ limits?_____ Chest_____ Heart_____

Venereal disease_____

Approximately how long has the individual named above been under your care?_____

What is your opinion concerning the general health of this person in relation to his/her suitability to care for foster children? Excellent_____ Good_____

Questionable_____

Comments or recommendation:_____

_____

I have examined_____
and found her/him free from contagious and infectious disease.

_____ M.D.
Physician's signature

_____
Address

PLEASE MAIL REPORT DIRECTLY TO COMMUNITY DAY CARE ASSOCIATION

Dept. of Public Welfare
Form 246
Sept. 1968

AGENCY DAY CARE HOME REPORTING FORM

Date_____

TO: Regional Licensing Office, Department of Public Welfare

ADDRESS:_____City_____

FROM:_____
(Day Care Agency)

ADDRESS:_____City_____

- - - -

COMMUNITY DAY CARE ASSOCIATION

DAY CARE HOME EVALUATION

Date_____

Name of Day Care Mother:_____

Address of Day Care Mother:_____

Key: Write appropriate word to describe facility and performance:
Excellent, good, improving, needs improvement.

I. Physical Characteristics of the Day Care Home

A. Inside space: Full Use ☐ Partial Use ☐

1. Sufficient for licensed capacity _____
2. Space arrangement and play area _____
3. Lends itself to children's activities (uncluttered) _____
4. Cleanliness _____
5. Safety precautions _____
6. Lighting _____
7. Ventilation _____
8. General appearance of home _____

B. Outside Area

1. Fence _____
2. Space for play activities _____
3. Protected area (sun and/or rain) _____
4. Mowed and cleaned _____
5. Safety precautions _____

C. Equipment (excluding toys)

1. Nap facilities _____
2. Meal Service _____
3. Special equipment (Play pens, potty chairs, etc.) _____

Comments: (Use back if necessary)

II. Work with Children

A. Methods of Working With Children:

1. Sensitivity to child's feelings _____
2. Awareness of child's progress or lack of progress _____
3. Accepts child as he is _____
4. Positive approach to children _____
5. Sets limits which are realistic and appropriate _____
6. Consistent in following limits _____
7. Suitable methods to help child accept limits _____
8. Enjoys humorous incidents with children _____
9. Reasonable expectations and goals suitable to child _____
10. Treats children with respect _____
11. Assists child in gaining self confidence _____
12. Plans personal life so as not to interfere with child-care _____

Comments:

B. Activities and Play Equipment

1. Plans suitable and stimulating activities for children _____
2. Provides adequate play equipment _____
3. Helps child learn proper use and care of equipment _____
4. Supervises play adequately _____
5. Provides for active and quiet play _____
6. Participates in training program _____

Comments:

C. Meals and Snacks

1. Served on time _____
2. Attractive and appetizing _____
3. Well-balanced _____
4. Handling of problem eaters _____
5. Size of serving suited to child's needs _____

Comments:

D. Nap or Rest Arrangement

1. Regular _____
2. Well scheduled _____
3. Duration suitable to child's needs _____

Comments:

III. Day Care Mother

A. Personal Qualities of Day Care Mother:

1. Friendly, warm _____
2. General appearance and appropriateness of dress _____
3. Speech and voice: clear and well modulated _____
4. Tact and courtesy toward parents: tolerant and considerate of others _____
5. Displays a sense of humor _____
6. Dependable _____
7. Self-confident _____
8. Enthusiastic about working with children _____
9. Demonstrates a desire to learn _____
10. Profits by suggestions _____

11. Avoids personal involvement with parents _____

12. Maintains good personal hygiene _____

Comments:

B. Day Care Mother's Relationship to Agency:

1. Can meet financial obligations without agency support _____

2. Reports are accurate and on time _____

3. Uses professional staff appropriately (counselor, nurse, educational consultant) _____

4. Keeps only agency authorized children _____

5. Reports changes in situation even if temporary _____

6. Shares information and problems with counselor _____

Comments:

IV. Maintenance of Health Standards

A. With Children:

1. Prompt reporting of illnesses and accidents _____

2. Awareness of child's daily health status _____

3. Use of appropriate methods in handling sick children until professional guidance is secured _____

4. Use of good judgement in discussing child's illness with parents _____

5. Follows professional advice _____

6. Keeps emergency phone numbers readily available _____

Comments:

B. With Day Care Home Family:

1. Day Care mother's physical health is adequate for child care _____

2. Day Care mother's mental health is adequate for child care _____

3. Maintains health standards as set forth in State Standards for a Day Care License _____

Comments:

Counselor _____

Nurse _____

Educational Consultant _____

This evaluation has been reviewed by me.

Signed: _____

Date: _____

PART THREE

BUSINESS MANAGEMENT OF DAY CARE SERVICES

Chapter XII.

Fees for Day Care Service

It is usual for day care organizations to charge fees for their service. The bases of the practice may be any of these:

1. an attitude that parents who use community-sponsored day care service should pay whatever they can afford for it;
2. observations suggesting that parents who pay for child care are more likely to be concerned about receiving adequate value for their money;
3. patterns of community support usually provide for day care organizations (and other organizations as well) to supply a portion of their budgets through their own efforts;
4. some programs must be self-sustaining.

Information Required for Fee-setting

Each day care organization will need to collect information about its operating costs, about its community, and about the financial conditions of those families it expects to serve before it can develop sound policies or schedules for its fees for service.

Operating costs of the organization, if it is already functioning, should be converted to a unit cost for care. Many organizations use a per child per day unit because it is simple to use and to explain. The organization's accountant or auditor will suggest appropriate methods for arriving at a useful unit. These experts will undoubtedly point out that the indirect costs of caring for the children—utilities, payroll service, insurance, administrative salaries, office supplies, and many others—are legitimately included in the computations.

When a cost unit has been established, the organization will want to compare its unit cost experience with that of similar day care organizations. Such comparisons should be used only for establishing whether or not the organization's costs are drastically different from those of similar organizations. Again, an accountant or auditor can help to assess the real comparability of the figures.

The economic climate of the community plays a role in fee-setting decisions. The prevailing wage and salary rates, the cost of living, the distribution of work opportunities by category; i.e., professional, technical, clerical, skilled, and the like, should be taken into account when setting fees. A community having low wages and salaries, a low cost of living and the largest number of persons employed as semi-skilled workers in several manufacturing and processing plants would require a fee schedule of one sort. Another sort of fee schedule would perhaps be appropriate for a community in which wages and salaries were higher, the cost of living higher, and the largest number of persons employed as clerical or technical workers. The need for community-sponsored day care service may be equally urgent in both communities, but the fee schedules may need to be quite different.

Chambers of Commerce, state employment services, colleges and universities can often supply information about the economic climate of a community.

The amount of financial support that the organization can secure from all sources other than fees should be assessed if the day care service is not a self-supporting enterprise. This information about income should be treated by the same cost analysis method as was used for computing unit costs for service.

By comparing the two per-unit figures, the day care organization will know the dollar-difference per unit that must be secured from fees.

The day care organization will have to decide whether each child in each family will be charged a fee equal to the difference between the actual cost of care and the per-unit subsidy of care; or whether fee schedules should give some consideration to each family's ability to absorb the entire difference for each of their children.

The decision does much to define the groups in the community that will receive day care service. If parents are expected to absorb the entire cost-difference, the organization will have established that it will only serve families who can

afford to pay full fees for each child. A day care organization's decision to require the same fee for each child may be altogether defensible because of prevailing conditions in its community.

On the other hand, if requiring full fees of every family will exclude many who need the service, the organization's governing board has an obligation to vigorously and unremittingly seek whatever amount of money it needs to do its job in the community.

If a day care organization decides that its community will be better served by a sliding-scale fee schedule, and if it enjoys enough community support to permit the use of such a fee schedule, the organization will need to consider questions such as these:

- Should a family pay the same fee for each of its children, or should some adjustment be made that allows families with several children to pay less for some of their children?
- Should fees be computed at weekly, semi-monthly or monthly rates?
- Should parents be charged for care if their children are absent from care because of illness, family vacations, visits from relatives, and the like?
- Should all absences be treated in the same fashion?
- What re-admission criteria should apply to children who are absent for prolonged periods?
- How will delinquent accounts be handled?
- How will fees be collected? Where? By whom?
- How will the money collected be protected until it arrives at the organization's accounting office?

Practices among day care organizations are diverse in respect to fee-setting and fee-collecting. Each organization should formulate its policies and practices to conform to its particular requirements and conditions.

In general, day care organizations use family income as the basis of their sliding-scale fee schedules. All of them take into account the income that families receive from any source when establishing families' incomes. However, definition of family income varies among organizations.

Some organizations use gross family income as the basis of their fee schedules. Others use net family income for setting their fees. Still others use family income after the deduction of withholding tax and social security tax as the basis of fee schedules. Finally, some organizations set fees after examining not only families' incomes but also their expenditures. Sometimes certain expenditures are excluded from consideration in setting fees under this "budget" definition of family income.

Each definition of family income is useful in some circumstances but not in others. Again, each day care organization should determine the definition that is most practical for its use.

Constructing Fee Schedules

There are a few technical considerations that apply to the construction of all schedules, regardless of an organization's definition of family income. Perhaps these are among the most important:

- The range of the schedule should be from no income to one that is considerably high.
- The step-intervals of the schedule should not be so large that they are very advantageous for families at the upper end of the interval and very disadvantageous for those at the lower end of the interval.
- The rate of increment in fees should be slower for families with smaller incomes and may be faster for those with larger incomes.
- There may be a point on the schedule up to which point families are provided free care with the total cost subsidized.
- There should be a point on the schedule where families begin to pay the full difference between the actual cost of care and the subsidized portion of the cost.
- There may be a point on the schedule where families are charged more than the full difference between the actual and subsidized cost.
- Any adjustments of fees for families who place more than one child in care should be fair to small and large families within each income interval.
- Fee adjustments should also be fair to families who have the same number of children, but whose incomes are either smaller or larger.
- Fee schedules should be compiled in tabular form for easier reading.
- These points may appear picayune, but they are not. The fee schedule should be identified on its face as a weekly, monthly, or semi-monthly schedule and it should also state whether the fees are "per child" or "per family."

Collecting and Handling Fees

Clear, definite policies and practices should govern the collection and handling of fees.

Collecting fees should be a routine, business-like procedure in which due-dates are established and adhered to. Parents should receive receipts for all fees paid and duplicate receipts should be kept by the day care organization. There should be clear practices for regularly reconciling the cash on hand and the receipts issued. Those who collect the fees should be covered by a fidelity bond, just as should those who handle other monies of the organization.

Decisions about changes in fees, partial payments, or waiver of fees should not be left solely to the person who collects them. There should be specific criteria for fee adjustments that include provisions for review of each family's fee assessment, and that provide for emergency adjustment after appropriate study of a family's circumstances.

It is to be expected that each person will interpret hardship differently and will be more susceptible to certain appeals than to others. Fairness to all parents demands that the same criteria govern fee-setting, collection and adjustment for all. It should never be a judgment of the moment.

Delinquent fee accounts should be reported promptly and should not be permitted to continue. Procedures should be adopted that provide for prompt exploration of the causes of the delinquency. Changes in family situations such as illness, divorce, or conflict may require temporary or permanent fee adjustments or waivers.

Prompt handling of delinquent accounts prevents parents from being put in an untenable position. If accounts are permitted to remain delinquent for long periods, parents may feel that they will never be able to pay what they owe and may withdraw their children from care. Again, the same procedure for handling these accounts should operate for all parents.

Records

Records of fees should be scrupulously kept and should be treated confidentially. Only those persons should have access to them who are responsible for setting and collecting fees. Attendance and payment records should be reconciled periodically.

Day care organizations will need to keep such records as these:

- duplicate receipts of fee payments;
- fee assessments of each family, including adjustments and waivers;
- reports of reconciliation between fees due and fees paid;
- reports of delinquent accounts, including reasons for delinquency and plan by which parents will bring accounts to current status;
- lists of children in care receiving totally subsidized care or for whom fees have been waived, including sources of subsidies for these children's care;
- records of the dollar amount of fees collected and of the percentage of cost-of-care that the dollars represent;
- records of the dollar amount of subsidized care that was budgeted and the amount that is being used, shown by months and as a cumulative total;
- summaries of conferences with parents about fee adjustments and delinquent accounts, showing who conferred with parents, the procedures used to arrive at a decision, and the decision made;
- correspondence about fees and fee-setting.

It is usually helpful to file these records by family name.

Chapter XIII.

Decentralized Budget Development and Administration

No better administrative tool exists than a carefully developed and administered budget. Modern management practice in many endeavors, including health and welfare services, emphasizes that budget development and administration should be efforts that involve those actually operating the components of an enterprise.

Organizations that consider service planning and budget management as inseparable functions in which heads of components participate, report more sensitive and realistic planning, more orderly organizational development, and more widespread cost control efforts. These organizations also report that their executive officers have the tools and the freedom to analyze the cost effectiveness of the entire organization and of its components more thoughtfully than is true when budget development and administration are solely in the hands of the executive officer and the accounting staff. Day care organizations may find it desirable to adopt these modern management practices as soon as feasible.

DECENTRALIZED BUDGET DEVELOPMENT

Perhaps the fundamental concept of budget development is that a budget is a restatement of a day care organization's service expressed in different symbols (dollars, instead of words). It follows then, that budget development is a task that requires intimate knowledge of what services are offered, how they are offered, and what changes in the services are desirable. Only in this way can budget development become a tool for creative administration.

Types of Budget Projections

The most usual budget projections that day care organizations will encounter are subsidized deficit projections, contract-for-service projections, cost-of-grant projections, and self-supporting budget projections.

Subsidized-deficit projections are usually required of voluntary organizations by community fund-raising agencies such as the United Givers Fund or the Community Chest. Day care organizations determine what their operating costs for a fiscal year will be, the amounts of their budgets that they believe can be secured from self-help (fees, contributions for particular purposes, and, some times, in-kind contributions such as volunteer service or free rent), and the amounts of their operating costs that communities will need to provide.

These budget projections are usually submitted to a budget committee to be considered as a part of the community's voluntary plan for health and social welfare services.

Contract-for-service projections are prepared by day care organizations when they propose to offer certain day care services as the agent for another organization. Contracts may be negotiated with local, state or national voluntary organizations or with local, state or Federal governmental bodies.

The important point about contracts for service is that day care organizations not only negotiate budgets as part of the contract, but also negotiate the kinds and amounts of service they will provide. The organization or governmental body will wish to monitor the contract for both service and fiscal compliance. Day care organizations will be well-advised to exercise care in describing what they will do under the contract.

Cost-of-grant projections are prepared when day care organizations wish to undertake experimental or demonstration projects. By their nature, these budget projections lack the exactness of other projections. The lack of exactness inherent in these projections should not tempt day care organizations to suspend care in developing them. On the contrary, more analyses and more careful judgments are required when these projections are prepared.

Grant budgets usually permit greater flexibility in using monies than is true in either deficit-subsidy or contract-for-service budgets. There are always some limits imposed upon the use of grant funds, however.

Self-supporting budget projections are only subject to the limitations imposed by a day care organization's charter and by its own fiscal policies. They are neither less nor more difficult to develop and administer. They require the same analyses, the same convictions, the same procedures, as do other kinds of budget projections.

Composition of Budgets

All budgets have two parts: the cate-

gorically arranged itemized statement of monies required; and, the budget justification.

The format of the itemized statement of monies required will vary endlessly. Every funding group has its preferred arrangement. Day care organizations will want to secure and to study the budget forms and guidelines of each group from whom it requests money.

One other important difference that occurs in budget formats is the way in which indirect costs are treated. Some formats and guidelines permit indirect costs to be requested as a percentage of the total direct costs. The percentage usually permitted is either five percent or ten percent of direct costs. Other budgets do not permit such computations, requiring instead that prorated portions of administrative and overhead costs be computed as direct costs.

Budget justifications are explanations of aspects of the itemized statement that may raise questions in the mind of anyone reviewing it. Justifications should include explanations of unusual budget items, of unusual dollar amounts, and of methods used to compute dollar amounts for items that are not self-explanatory. Budget justifications are implicit evidence of the care exercised in developing budgets.

Generalized discussions of need, omission of information required to follow the reasoning that resulted in particular requests, and failure to explain unusual items suggest to those who review organizations' budgets that the budgets were no more carefully thought out than were their justifications.

Developing Budget Projections

Accountants or auditors can be helpful to day care organizations in suggesting the mechanics of projection, but there are some considerations that should be examined before the mechanics are considered.

Budgets should be developed from analyses of those services to be budgeted, how the services are to be executed, what costs will be incurred in executing the services (direct and indirect), and what unusual conditions will influence service development and delivery. In other words, budget development should begin after plans for the services that the budget will cover have been carefully formulated. Tailoring services to estimates of available monies will surely backfire on those who engage in such a loose administrative practice. Of course, limits on monies are realities for all day care organizations, but the adjustment of budgets to these limits is the **last stage** of orderly budget development, **not** the first.

Budget development in small organizations can probably be performed by the finance committee of the governing board (on which parents have representation), the executive officer, supervisors of the organization's components, and its accounting personnel.

Large organizations may wish to request that each component prepare and submit a budget projection. These projections should be complete with justifications. Each component budget should be examined separately, and each component should be permitted to discuss its projection with the committee that will compile the organization's budget. (The committee should include key staff members in addition to the executive officer.)

The budget-development committee should analyze each component budget in relation to those of other components. Overlapping of functions or of staff positions may become apparent. Some services, such as clerical or maintenance, may lend themselves to centralization. Salary ranges for similar jobs may be inconsistent. All inter-service adjustments that appear necessary to give internal consistency to the organization's entire budget should be discussed with the components affected. The components may be able to justify the apparent inconsistencies, or they may not. The budget-development committee should make every effort to resolve honest differences, but at some point, it will have to exercise its judgment as to what actions are in the best interests of the entire organization. These actions should be taken. They can be modified when new information suggests that they should.

Composite Budget Analysis

Every organization will need to analyze its composite budget projection in the light of operating considerations.

Is every projected service required if the organization's objectives are to be achieved? It sometimes happens that services justifiable at an earlier time are no longer essential to achieving current objectives.

Is the organization of particular components appropriate to their present functions in the organization?

Many organizational and administrative

models are available. Perhaps some components could perform more effectively and efficiently if they used models other than institutional ones. Perhaps others would benefit from following institutional models. Either way, their budgets, no less than their service planning, should reflect the best practices of the fields from which their models are drawn.

Have all overhead costs been included, and have they been equitably distributed among the services covered by the budget? Overlooking a few seemingly inconsequential costs can amount to considerable cost to an organization over a year's time. Such things as soap, floor wax, light bulbs, added telephone extensions, paper, book and periodical purchases, and an almost infinite number of similar items can threaten the quality of an organization's service if they are not included in the budget projection.

Distributing overhead costs can rarely be an arbitrary decision. It is not good budgeting practice to assign an equal percentage of overhead costs to each component. Neither is it always fair to use a ratio of overhead to operating budget for distributing overhead costs, although it is more defensible than cutting the overhead "pie" into equal portions. Some method should be sought by which those costs that are too often lumped together and labeled "overhead" are identified and charged to each component to the extent that each uses them. That portion of overhead costs that absolutely cannot be identified and separated should be allocated to the several components in accordance with some accepted cost accounting method.

Does the budget projection differ markedly from the organization's cost experience of the past three to five years? Marked differences should not necessarily be alarming. If examination of differences reveals that they relate to start-up costs for new services, expanded or enriched services, over-due salary and wage adjustments, increased costs for replacing or repairing facilities and equipment, increased taxes or utility rates, or other inescapable increases, they may need to stay as they are and to be stoutly defended in conference with those who review the projected budget.

There are, however, cost increases that organizations will want to carefully study if they have shown a comparatively higher rise than other costs within the organization during the three to five year period. One cost that should always be carefully monitored is clerical cost and its accoutrements—office equipment (especially file cabinets), office supplies, office furniture, office space, telephone service, and the like.

The budget-development committee will want to carefully examine whether or not all of the clerical budget is absolutely justified. Sometimes a few office machines, such as electric instead of manual typewriters, adding machines that multiply and divide instead of ten-key machines, calculators or bookkeeping machines can increase the productivity of the existing clerical staff. Not only do these machines sometimes eliminate the need for more clerical workers, but they also eliminate the need for more desks, space, and other expenses.

Another cost that budget-development committees will need to carefully monitor is that of expendable and disposable supplies. If these costs are markedly increased, there may be valid reasons for the increase, or the increased costs may result from wasteful practices. The budget committee will need to determine the real reasons and to adopt measures that are appropriate.

Only after the budget-development committee has analyzed the projected budget and has determined that every item in it is a realistic reflection of good management and good service practice, should it consider the possibility of adjusting services to remain within a particular dollar figure or percentage of increase. This is the point at which the organization's cost per child may be profitably compared with the national figure of sixteen hundred to two thousand dollars a year per child for day care services that offer health, education and social services, and that also meet Federal standards. If the cost is higher, the committee will need to determine why this is so. If it is lower, it will want to know what services are desirable but not offered or how the quality of service can be improved.

If the quality of services is good or excellent and every service required for meeting Federal standards is offered, the budget-development committee can safely assume that its day care service is a well conceived and well administered one.

If the projected budget exceeds the amount of community support that is likely to be available, the budget-development committee will need to establish priorities for potential budget adjustment. This is no easy task when the projected budget has undergone thoughtful analysis. However, the analytical work that went into developing the projected budget will probably prepare

the committee to make these judgments with more fairness and accuracy than would have occurred had it begun by attempting to mold the services to the amount of community support anticipated. Its analytical work may also inspire the committee to recommend that the governing board seek monies to supplement the available community support so that the organization can do its best possible job.

DECENTRALIZED BUDGET ADMINISTRATION

Budget administration should be directed towards the orderly execution of the service plans for which the budget was developed.

When a day care organization is assured of the monies it requires for the year's operation, itemized budgets for each component should be put into the hands of the heads of these components. The annual budget for each component should be divided into twelve equal portions so that each knows what amount of money is available for each month's operation. A monthly statement for each component should be prepared showing expenditures for each budget item, and the cumulative expenditure by item since the beginning of the fiscal year.

Statements for each component should be placed in the hands of the appropriate component head. The executive officer should receive copies of all of the statements.

Heads of components and the executive officers should study the statements to determine the reasons for either over- or under-spending. In carefully developed budgets, consistent underspending may be just as serious as consistent over-spending. Perhaps needed personnel hasn't been hired or planned program modifications haven't been initiated, or needed equipment hasn't been purchased. The budget statement will quickly reflect possible sources of trouble so that the executive officer and the component head can agree on appropriate measures to remedy the situation.

Each component head should be responsible not only for operating within the component's budget, but also for assuring that the component uses the cost control procedures adopted by the organization. Adjustments of the money allocations to the various items within each component's budget should be the responsibility of the head of the component, so long as the adjustments do not violate policies governing the organization's entire budget.

The executive officer's role in decentralized budget administration is to assure that each component executes its service plans creatively, effectively, and within the budgeted costs. Even-handed administration and thoughtful analysis of what results are being obtained for the money expended by each component will enable the executive officer to achieve the organization's objectives for the fiscal year in an orderly pattern that will be more amenable to measurement and consequent justification.

Decentralized budget administration often prevents the uneven, uncoordinated organizational development that sometimes damages organizations. Organizational growth must be flexible, of course, and it must sometimes accelerate one component's growth while others remain more static. Decentralized budget development and administration plans for these necessary shifts in emphasis and offers the executive officer an extremely sensitive tool for monitoring and directing effective organizational functioning.

Records

The records that are required for budget development and administration will usually include these:

- records of cost-experience for the organization and for each of its components, preferably for the past three to five years; or for as many years as possible if the organization is less than three years old;
- service plans, itemized budgets and their justifications for each component of the organization;
- copies of budget guidelines of funding bodies;
- current costs of items being considered for inclusion in the budget;
- budget forms required by funding bodies;
- copies of current and projected legal requirements for taxes, insurance, and the like;
- summaries of conferences with reviewing bodies;
- copies of approved budgets;
- copies of cost-control practices and procedures adopted by the organization;
- correspondence relating to budget development and administration;
- minutes of meetings of the budget-development committee.

ITEMS USUALLY INCLUDED IN BUDGETS

Staff Services

Salaries, including salaries for relief personnel, to cover vacations, illness, and the like.

Fringe benefits

- Social Security (check with local office for percentage projected for budget-year)
- Workman's Compensation (check with insurance carrier for rates)
- Health and Accident Insurance (cost may or may not be shared by employees)
- Retirement Program (cost may or may not be shared by employees)
- Unemployment Insurance (mandatory beginning in 1972)
- Reimbursable Expenses (in-service training, transportation on the job, conference attendance, and the like)

Equipment Rental or Purchase

- Office Furniture
- Program Furniture
- Office Machines
- Durable Equipment
  - Program
  - Maintenance
- Buses, station wagons, vans

Insurance and Bonding (check with insurance carrier for rates)

- Fidelity Bond
- Owners, Landlords and Tenants Insurance
- Public liability for vehicles
- Accident Insurance — each child (cost may not be borne by day care association)

Rent or Space Cost

- Cost of rental or use of space
- Utilities
- Renovation
- Repair

Expendable and Consumable Supplies

- Office supplies, including stencils, desk-top supplies for each worker, and the like.
- Program supplies, including paper cups, napkins, paint, paper, and the like.
- Maintenance supplies, such as toilet tissue, mops, brooms, paper towels, soap, floor wax, light bulbs, and the like.

Communications

- Telephone—local and long distance (includes costs of installing and renting all instruments)
- Telegraph
- Postage

Other Direct Costs

- Contract Services—consultants, part-time physicians, and the like.
- Transportation for children and parents for field trips, meetings, and the like.
- Food prepared or contracted for to feed children
- Professional publications
- Costs of preparing visual aids, exhibits, and the like.
- Dues for membership in State or National organizations
- Physical, dental and psychological consultations, examinations and laboratory work
- Costs of printing monographs and reports
- Publicity and public relations
- Annual audit

SAMPLE JUSTIFICATION

DESCRIPTION OF COMMUNITY DAY CARE ASSOCIATION BUDGET

I. Income — Amount

A. Department of Public Welfare: _____

Funds matched by the Department of Public Welfare under Title IV A of the Social Security Act.

B. United Fund to Community Day Care Association: _____

These funds made available by the United Fund to serve children who may not qualify under the contract with the Department of Public Welfare.

C. Milk Fund: _____

The agency is reimbursed by the Department of Agriculture for the service of milk to children at the rate of 2¢ per one-half pint of milk. This milk is served at the day care centers.

D. Service Fees: _____

Parents pay fees on a sliding scale to the Association for service. This estimate is based on previous experience of the Association.

II. Expenses

A. Salaries: _____

Individual salaries are listed in the attached budget. Salaries are set by the Board of Directors after review by the Child Development Council, Parents' Advisory Committee and the Executive Committee.

Provision is made for staff relief to cover the cost of employing substitute teachers and aides when the regular teacher is ill or on vacation.

B. Health and Retirement Benefits: _____

The Association staff receive benefits offered to all local United Fund agencies. A retirement plan is offered at 6% of annual salary. Hospitalization is provided through the Insurance Company. Cost of the hospitalization varies according to the family status from $120 to a maximum of $300 annually. The United Fund and the employee contribute to a life insurance program up to 1½ times an employee's annual salary.

C. Social Security: _____

D. Professional Fees and Contract Services: _____

1. The Association has a contract with the Child Guidance Clinic to provide psychological services. Cost of this contract is $_____.
2. Accounting and audit fees: $_____.
3. Medical Services: $_____

   A description of our Medical program is provided in Section IV B of the proposal. The amount paid by the Association is is determined in a joint conference between parent and counselor.

E. Supplies:

1. Food: $_____

The average cost of food per child in the day care center is $.50. Meals are planned by a trained nutritionist as described in Section IV B of the proposal.

In addition to the above expense the Association receives surplus commodities and free food weekly from three large chain grocery stores. This free food is distributed to both day care centers and day care homes.

2. Office Supplies: $_____

This item includes desk supplies, paper, forms, and duplicating material.

3. General Supplies: $_____

This covers cost of mops, soap, cleaning materials, paper towels, toilet tissue, etc.

4. Medical Supplies : $_____

First aid materials are maintained in both centers and day homes. This category covers the cost of the first aid items and special prescriptions sometimes ordered by a physician.

5. Craft Supplies: $_____

This covers the cost of newsprint, construction paper, crayolas, tempera and other expendable items. We estimate $1.35 per month per child based on previous experience.

F. Telephone ____

Each day care center is required to have a telephone. This item also includes telephone service at the Service and Central offices.

G. Postage ____

This item covers normal mailing plus mailing of checks to day care mothers bi-weekly.

H. Occupancy ____

This item covers rent, utilities and building repairs, and maintenance. In lieu of rent the Association is required to adequately maintain the buildings used.

The Association pays the following rent:

1. Center A $_____
2. Center B _____
3. Central Office _____
4. Center D _____
5. Center E _____
6. Center F _____
7. Center G _____
8. Center H _____

$_____is estimated for utilities. $_____ is estimated for repairs.

I. Transportation ____

The Association pays staff 10¢ a mile for travel on agency business. We estimate $____ for this purpose. The agency operates two trucks and one

station wagon at a cost of $_____. Payment for transporting children to and from the day care facilities and on field trips is $_____. This cost is based on payment of driver at $2.25 per hour and 35¢ a mile for the use of a bus.

J. Special Travel-Conferences _____

The Association encourages staff to take part in conferences when possible.

K. Printing _____

This is outside cost of letterheads and other printed forms.

L. Publications _____

The Association subscribes to professional journals and purchases professional literature.

M. Payments to day mothers _____

Day care homes are paid on the basis of the number of children enrolled. Day care mothers are paid semi-monthly.

N. Equipment _____

The Association provides materials to day care homes. These materials include cribs, play pens, mattresses, toys and educational supplies. Based on an estimate of $25 per day care home the cost for _____ homes is $_____. An additional $_____ is estimated for replacement of equipment in the day care centers. Replacement may include cots, tricycles, educational toys and equipment, tables and chairs, outdoor equipment, kitchen utensils, etc.

As we cannot anticipate exactly which material will be replaced, no specific equipment list can be submitted. In addition, new equipment will be purchased if new items will benefit a child's affective, cognitive or social development.

O. Insurance

The Association maintains the following types of insurance coverage:

1. Workman's Compensation
2. Owners, Landlord's and Tenant Liability Insurance
3. General Property Insurance
4. Accident policies on each child enrolled.
5. Non-ownership liability auto insurance to protect the Association when an employee is using his personal auto on Association business.

Chapter XIV.

Payroll Management

Payroll management should be carefully examined by day care organizations because it is closely linked to the morale of the staff, and because it is usually the largest expense incurred by organizations. Sound, fair payroll management not only is evidence of a day care organization's ability to manage its fiscal affairs conscientiously, but also of its desire to scrupulously honor its obligations to its employees.

Obligations to Employees

Personnel policies are statements of what is expected of the partners to the relationship between an organization and its employees. Payroll management is a vital administrative tool for making the partnership work.

The choice of a pay period by a day care organization should take into account such considerations as the numbers of employees who are paid wages rather than salaries, community practices relating to rent payment and credit collection, the cost of living, and other factors that influence how income is used. A day care organization may decide that its employees who receive wages would be hard-pressed to spread their incomes over a monthly pay period, and would want to take this possible hardship into account when determining its pay period.

At the same time, an organization will want to be realistic about how rapidly it can prepare its payroll. If the organization is small, it may be able to prepare its payroll in an afternoon. Large organizations may require several days for payroll preparation. If checks require two signatures, time must be allowed for securing them.

Employees should be paid on time, regardless of the pay period that a day care organization adopts. It may be desirable to anticipate that weekends, holidays and the like will occasionally fall on the scheduled pay day and to set a two- or three-day leeway for paying employees under such conditions. Naturally, employees will appreciate an organization's efforts to pay them, when possible, before holidays rather than after them.

Employees are entitled to know the kinds and amounts of deductions made from their wages or salaries. Payroll checks can be designed to show these on a stub of some sort. The practice of accounting for all deductions is not only fair, but also reduces confusion and misunderstanding among employees.

Accurate records of each employee's vacation and sick leave entitlement should be kept so that every employee can know his current status. At least an annual statement should be issued to each employee showing how much vacation and sick leave he has accrued.

Day care organizations sometimes have to decide, especially for key personnel, whether it will permit them to indefinitely accrue vacation and sick leave credit, or whether it will limit accrual to a particular number of years before paying personnel for their accrued leave. Most organizations attempt to arrange for all employees to take vacations within a calendar year. Some permit vacation leave to accrue for two or three years if, at the request of the organization, personnel do not use their vacation leave. Organizations that are growing or undergoing major changes may require the uninterrupted services of key personnel for extended periods. However, the practice should be held to an absolute minimum because employees who carry heavy responsibility need a respite from their duties if they are to maintain their effectiveness. Also, extensive accrual of leave can place the organization in a difficult financial position because the accrued leave has to be eventually paid for.

Employees who receive salaries should know the method used to compute their daily pay-rate. The most usual method of computation is to divide the number of working days in a month into the monthly salary. Misunderstanding and resentment are prevented if employees already know how deductions for one or more days' absence will be computed.

Employees who resign or are terminated should receive payment for their accrued vacation leave. Vacation leave is almost universally considered a right of employees.

Accrued sick leave for employees who leave an organization is not always viewed as an employee's right and many organizations do not

pay employees for it. An organization's position on such payment should be clearly stated in its personnel policies.

Severance pay is usually accorded employees who are terminated. This pay should be in addition to any wages or salary an employee has earned and to any accrued benefits for which the staff is customarily paid.

Accountability for Use of Monies

As mentioned earlier, an organization's payroll is usually its greatest expense. Careful payroll management assures that the organization can completely account for its use of monies entrusted to it for staff services.

Every employee should be required to keep an accurate record of the hours he works. Small organizations may use systems whereby supervisors keep employee time records. They may record the time that employees report for work, leave for lunch, and leave work. The supervisor certifies the record and sends it to the bookkeeping department at regular intervals.

Large organizations usually find it more practical to develop time sheets that employees use to record their time. Unit supervisors are responsible for certifying the accuracy of these records and for transmitting them to the payroll office according to the organization's procedure.

Some organizations require a time sheet that provides space for employees to distribute their daily time among several programs or centers. Such time sheets should be simply designed. Perhaps one side of the sheet could show how an employee's time was distributed, while the other side could show the times at which the employee began and ended his work day.

It is conceivable that organizations may want to consider time clocks as a method for keeping accurate records of hours worked by employees. If an organization's entire staff always works under one roof, a time clock may be a practical investment. If the organization has several centers, if some employees work in more than one place during a day, or if some employees spend much of their time out of the building, time clocks become either too expensive or too confusing for practical payroll management.

A combination of good training for employees in recording their own time, of alert and consistent supervision of time-keeping, and of trusting in employees' honesty will usually produce records that are accurate and defensible without resorting to time clocks.

Every employee should be expected to use sick leave only when he is ill. An organization should make it clear in its written personnel policies that sick leave is not another kind of annual leave that employees may use for frivolous purposes. Employees should understand that the organization will monitor their sick leave practices in the event of their experiencing a prolonged illness during their tenure. Those employees who have used their sick leave judiciously should be entitled to extra consideration from the organization if they should encounter an unusually lengthy illness.

Overtime records should be prepared monthly for the use of the executive officer and of personnel who are responsible for component budgets. Overtime may be indicative of the need for more staff, of tendencies to use staff inappropriately, or of other conditions that require exploration and correction.

Overtime policies should be included in written personnel policies. Some practices are set by law, but others are discretionary. Within an organization's discretionary limits, it will want to decide whether or not all employees, some employees, or no employees are either paid for overtime or receive an amount of time-off equal to the overtime they work. There are arguments for and against either practice. An organization will need to decide which practice is better for its operation.

Taxes withheld from wages and salaries should be deposited in a separate bank account to avoid any possible suspicion of co-mingling of Federal funds with other monies that a day care organization has deposited in any bank. Co-mingling of Federal funds is prohibited by Federal statute and violation of the statute carries severe penalties. Records of Withholding and Social Security taxes should be scrupulously kept, if payroll management is as careful as it should be. The required quarterly reports should be filed on time and should be checked for accuracy before release.

Annual statements of taxes withheld from each employee's earnings are required by law to be in the hands of each employee no later than January 31 of the year following the year in which wages or salaries were paid. These statements are made on W-2 forms supplied by the

Internal Revenue Service. Persons who terminate their employment during the year should provide a mailing address to which the statement can be mailed.

The only reason that these usually well-known requirements for handling Federal taxes withheld from employees' earnings are re-stated here is to emphasize the necessity for day care organizations' providing competent, conscientious payroll management. The ramifications are many and serious if organizations fail to fulfill their obligations in this respect.

Records

Some of the records required for payroll management have already been mentioned. For simplicity's sake, they will also be included in the listing below:

- Internal Revenue Service W-4 forms for each employee;
- time sheets for each employee;
- written authorization from employees for deductions other than those required by law;
- authorization for placing each employee on payroll;
- authorization to change rate of pay for employees;
- authorization to remove employees from payroll;
- notification for each employee of beginning and ending dates of vacation leave;
- notification for each employee of beginning and ending dates for sick leave taken;
- notification for each employee of beginning and ending dates of leave without pay;
- Internal Revenue Service quarterly reporting forms;
- mailing addresses of employees who terminate during the year;
- Internal Revenue Service W-2 forms for each employee;
- compilations by month and by components, of overtime worked;
- copies of current Internal Revenue Service and Social Security tax regulations;
- copies of current hospitalization, retirement, and life insurance program fees.

Chapter XV.
Managing the Purchasing and Distributing Services

Skillful management of purchasing and distributing of supplies and equipment is an excellent administrative tool. However, these responsibilities are too often part of the job of someone in the bookkeeping department who has only a vague knowledge of the way in which supplies and equipment are used within the organization. Unfortunately, the responsibilities are too often looked upon by day care organizations as routine business operations, rather than as opportunities to contribute creatively to the effectiveness and efficiency of the organization.

PURCHASING

Day care organizations require many items from a very wide range of sources. Most day care organizations' needs are as varied as those of large corporations, although the quantities required will probably not be as great.

Assigning Purchasing Responsibility

Purchasing for day care organizations requires an intimate knowledge of its curriculum and services, as well as of its maintenance needs and of its clerical needs. It may not be feasible to employ a purchasing agent, but whomever is assigned to purchasing responsibilities needs to learn as much as possible about the functioning of each component of the organization. Only such knowledge will make purchasing for the organization anything more than a haphazard, ineffective, lackluster procedure.

Anyone who is responsible for purchasing should know first, exactly what every component of a day care organization requires to do its work; and second, every vendor within a reasonable distance from the organization who can supply the needed items.

Too often, all of the potential sources of supply are not known so that inferior quality is purchased in the belief that nothing else is available; costly materials are purchased when cheaper ones are available elsewhere; and, supplies are exhausted because the few sources known cannot provide them.

Vendor Selection

Vendors should be selected who stock the variety and quality of items that the organization requires and whose prices are competitive.

Accounts should not be established solely because a vendor is friendly with the executive officer or with a member of the governing board. On the other hand, if a friend of the organization can offer quality, competitive pricing and service equal to that of other vendors, there is no reason for not patronizing him. If he can't deliver, change vendors without making his failure a personal issue.

If an organization uses large quantities of an item—paper, for example—specifications should be prepared for quality, colors, amount and quantity. The specifications should be submitted to several vendors for bids. One consideration that should be taken into account in assessing bids is the vendor's willingness to divide his deliveries so that the day care organization will not need to provide a great deal of storage space for large quantities of material.

Purchasing Practices

Even small day care organizations will want to study their purchasing practices to determine how their effectiveness can be improved. There are a few routine procedures that can be helpful.

An organization should keep enough cash in its account to permit it to discount its bills. Many vendors offer a two percent discount if bills are paid within ten days after they are rendered. Day care organizations should gear their accounts-payable bookkeeping to take advantage of these discounts.

A reasonable amount of cash on deposit also permits organizations to take advantage of occasional opportunities to purchase supplies and equipment at auction, from salvage dealers, as from surplus property agencies of the Federal or state government. These resources should be constantly checked by whomever carries purchasing responsibility for an organization.

Purchase orders (many standard forms are available) should be required for most purchases. A few exceptions to the practice will have to be permitted. A general guideline is that any purchase that costs less than would the time required to prepare a purchase order should be

exempt. If it takes two dollars' worth of someone's time to prepare and to handle a purchase order, any purchase valued at two dollars or less should be handled as a petty cash transaction. Receipts for cash purchases should always be obtained and submitted to the person responsible for purchasing.

Charge accounts should only be established with vendors after an organization is reasonably certain that a vendor can and will provide a range of items required by the organization, competitive pricing, appropriate quality, and service equal to or better than his competitors.

Competing products should be tested by an organization under normal operating conditions before making decisions to buy them. Demonstrations by salesmen may be impressive, but remember that a demonstration is not an adequate guide to products' performances under less than ideal conditions. Tests should be made by those who will use products because only they will know whether products can perform adequately. Their recommendations for purchase should receive serious consideration in deciding which of several competing items would be best for an organization's purposes.

Human and public relations considerations should be taken into account when purchases are made. Toilet tissue that is harsh, paper towels that do not absorb moisture readily, paper that ink bleeds into (or that smudges when erased), carbon paper that produces fuzzy copies—none are bargains at any price.

Fancy packaging increases the cost of items. Whenever possible, it is well to buy items in bulk or packaged simply. The storeroom can protect items against damage by storing them in boxes or by covering them with sheets of plastic.

Purchasing by too many members of the staff is expensive. The amount of time spent by all of these staff members can amount to considerable cost because staff wages and salaries represent a large outlay of money. There are occasions when a purchase should be made with a particular staff member in attendance, but these should be rare if purchasing personnel are thoroughly prepared to do their jobs.

Those who will use the purchased items should share in making the decision to purchase if the specifications for competing items are not identical.

Approval of major purchases by the head of a component should be required. The component's head knows his budget allocations and should make the final determination as to whether the purchase is appropriate for the component's use and as to whether its cost can be accommodated within the component's budget.

Sales tax exemption should be secured when appropriate and tax should not be paid when not required by law. An organization's attorney can advise it about the conditions it must meet to qualify for the exemption.

An organization's tax-exempt status should be on file with each vendor with whom it has a charge account. Staff members who make purchases should be supplied with copies of an organization's tax-exempt ruling for their use when making cash purchases. The amount of money that an organization can legitimately save in a year is considerable, if it takes the trouble to ascertain what its tax status may be.

Purchasing from neighborhood stores is desirable so long as these merchants can meet an organization's requirements adequately. The slight increase in cost may be off-set by the savings in time and transportation costs. However, when quantity price-breaks can be secured by using wholesale sources, organizations should not defer to neighborhood merchants. Day care organizations are businesses, and subsidizing neighborhood merchants is not one of their objectives.

(A related practice is the use of neighborhood banks as depositories for day care organizations' monies. The governing board will need to examine the available banks with care. When it can be safely done, it is desirable.)

DISTRIBUTING SUPPLIES AND EQUIPMENT

All day care organizations will necessarily have some space that is used for storing supplies and equipment. Where the space is located, how much is available, and how access to it is managed are matters deserving careful examination.

Centralized Storage

Centralized storage of supplies and equipment has much to recommend it, even if the practice requires readjustment in the use of an organization's space. Perhaps an office used by one or two people could be better used for centralized storage. Or, perhaps unused space under a staircase or at one end of a corridor could be

converted for the purpose.

Centralized storage permits all portable equipment to be examined and maintained in the best possible condition at less cost because standard maintenance practices can be enforced and the amount of travel time for maintenance personnel can be reduced. The required amounts of portable equipment may also be reduced by storing it in a single place.

Inventories of supplies are more easily maintained if their storage is centralized. Excessive reductions in the amounts of certain items can be swiftly noted and the reasons for the reductions can be determined.

Also, items that remain on the shelves for exceptionally long periods of time will be identified more readily. These items represent monies that organizations have spent. The reasons for their remaining in the storage room are important. Will they eventually be used for the purposes for which they were purchased? Can they be sold to someone who has need of them? Should all components of the organization be notified that the items are available and encouraged to find uses for them? Were the items unsuitable for the purposes for which they were purchased? Were the items of inferior quality? Answers to these questions can save day care organizations money by suggesting which purchasing practices require modification. Every effort should be made to recover as much of the cost of these items as is possible.

Centralized storage, coupled with other sound distributing practices, tends to check the inordinate accumulation of supplies within components of the organization. Knowing that supplies can be secured when needed and that those who purchase supplies are responsive to components' needs, eliminate the tendency to hoard supplies in the event of unforseen operating contingencies. However, it must be emphasized that the purchasing and distributing activities should be conducted in ways that merit the confidence of operating personnel. Unless they are, hoarding as an operating practice will continue.

Distributing Supplies and Equipment

Each day care organization will need to establish a system for distributing supplies and equipment in an orderly, yet responsive, way. Any system must take into account the particular needs of each component of the organization such as its available storage space, the rapidity with which it needs change, its proximity to the storage area, its likelihood of requiring supplies when the storage room is closed, and other operating peculiarities.

The first principle of a well-designed distributing system is flexibility in responding to organizational needs. The distributing system should make operations easier and smoother. Requirements for requisitioning supplies and equipment need to be realistic. Neither the purchasing personnel nor the storeroom personnel should be permitted to impose tyrannical demands upon those who operate the services of the organization. Too often, the real work of a day care organization is impeded by rigid adherence to practices that were unrealistic when they were adopted. At the same time, purchasing and storeroom personnel should not be permitted to become errand-runners for operating personnel.

Some provision should be made for personnel to have access to the storeroom if it is closed during any portion of the organization's operating hours. However, such access should be closely controlled and should not be used as a method of circumventing the established procedures of an organization.

Requisitions for equipment and supplies should be required. Whether or not all requisitions should have approval of the head of a component before they are filled is a matter for each organization to decide. Probably, requisitions for major equipment or for large amounts of supplies should have prior approval. Each head of a component may choose to require prior approval on certain items because they may be inappropriately used, or because budget allocations for the items are being examined.

Supplies should be requisitioned according to an agreed-upon schedule for the component and should state exactly the account(s) to which supplies should be charged. All requisitions should carry the name of the person making them.

Each person who will requisition supplies and equipment should be provided with a list of accounts, by name and number (if used), against which he may make charges. Sometimes examples of the items covered by an account may need to be supplied.

Inventory control of some sort should be exercised. Such control is an administrative tool for fostering cost effectiveness and management efficiency. All items of equipment should be plainly numbered and records of their whereabouts should

be accurately maintained. Supplies should be priced before being made available for use.

Requisitions should be filled by storeroom personnel whenever possible. As the requisitions are filled, tallies of the amount of each item that leaves the storeroom should be made on the inventory list or cards.

If requisitions are filled before or after regular storeroom hours, the items removed should be noted on the inventory-control record as soon as possible.

Inventory-control is a continuous process that should be maintained daily. Storeroom personnel should be required to reconcile invoices for in-coming stock and requisitions for out-going stock with the inventory record at the close of each day's business. Small organizations should find the task simple, but its simplicity should not encourage their deferring it for even one day. If it is done daily, the task will remain simple and the inventory will remain accurate.

Large organizations will find it essential to adjust inventories daily. The price for not doing so is ineffectual purchasing and distributing systems. Organizations cannot afford to permit such an essential service to operate at less than peak effectiveness and efficiency.

A service charge for central purchasing and distributing is a practical, fair method for partially financing the purchasing and distributing service. Each day care organization will need to examine the cost of its purchasing and distributing service and to establish the service charge that is realistic for its operation. One reasonable method is to attach a service charge that is a percentage of the costs of equipment and supplies requisitioned. The particular percentage adopted should be determined after cost studies of the purchasing and distributing service have been made.

Certain items of equipment, not used extensively by any component of an organization, may be profitably purchased by it and rented to its components by the central storeroom. Examples of such items are Santa Claus suits, motion picture projectors, sewing machines, supplemental tables and chairs, and punch bowls. Each organization will undoubtedly find other items that it may wish to make available in this way.

Rental fees should be computed on the basis of the expected life of the equipment. Repairs and replacements of such equipment should be borne by the storeroom budget, unless, of course, damage can be attributed to its misuse by those who rented it.

Monthly statements of purchases and rentals by each component should be prepared and distributed to the heads of components. The statements should not only show purchases and rentals by budget categories, but also show them as to-date cumulative dollar-amounts from the beginning of the fiscal year.

Heads of components will want to study their component's spending experience to be sure that it is consistent with their component's budget and to be sure that excessive over-spending or under-spending is identified and corrected.

The executive officer will also wish to study the monthly statements and to confer with heads of components about any expenditures in the statements that are not self-explanatory.

An annual inventory should be made prior to the organization's budget-development sessions. The amounts of equipment and supplies that will be available for use in the new fiscal year should influence service planning and budgeting. Some provision for unforseen contingencies should not be overlooked, but large amounts of stock on hand should be taken into account when budgets are developed. In general, a desirable inventory level is one that should carry a day care organization through two months of operation.

Records

The purchasing and distributing service, if it is to effectively enhance the operation of day care organizations, will require the keeping of accurate records of all transactions and the compiling of statements that can supply accurate information to the executive officer and to the heads of components. At first glance, the emphasis placed on records and reports for the purchasing and distributing service may seem too great, too involved, too minute. The point may be well taken if a day care organization has already developed an effective and efficient service. However, this service within health and social service organizations, including day care organizations, usually suffers from either undue attention to the bookkeeping procedures entailed or from ineffectual practices that are not only frustrating, but also expensive. Simple though accurate records that are more than bookkeeping entries can create a service that makes its unique contribution to an organization's service capability.

Although references to records are

found throughout the chapter, those that are usually helpful are as follows:

- lists of items frequently used by each component of an organization;
- list of vendors who can supply particular supplies and equipment;
- list of vendors with whom an organization maintains charge accounts;
- vendors' current catalogues and price lists;
- purchasing policies of an organization;
- lists of categories of items, by components, requiring prior approval;
- copies of sales-tax exemption ruling;
- purchase orders;
- petty cash vouchers;
- inventory lists or cards;
- lists of the whereabouts of portable equipment;
- lists of equipment sent for repair with dates upon which equipment will be returned;
- lists, by components, of periods of heaviest demand for particular equipment and supplies;
- requisitions for equipment and supplies;
- records of equipment rentals;
- copies of monthly statements of purchases by each component;
- copies of end-of-month inventory reports;
- copies of annual inventories.

Chapter XVI.

Other Desirable Business Management Practices

Several business management practices that day care organizations may want to consider are contained in this chapter either because they do not require extensive discussion, or because they warrant exploration beyond the scope of this book.

Attendance

Attendance records should be accurately kept because several business management practices depend upon their accuracy.

Parents are often billed according to the number of days that their children attend during a week. There should be no question in parents' minds that their bills are compiled from accurate records. If parents are expected to handle their obligations to a day care organization in business-like fashion, an organization has the reciprocal obligation to assure that the bills it renders are based on accurate figures.

The computation of unit-costs of care requires that attendance figures be accurate if the computation is to produce a figure that can be confidently used in evaluating cost effectiveness and in making budget projections.

Studying attendance figures for an entire organization and for particular centers sometimes reveals trends in the use of day care service that have implications for future planning and budgeting. For example, a persistent, although small, decline in enrollment and attendance at a particular center for two or three months should cause a day care organization to closely examine not only a center's operation, but also the neighborhood it serves.

If a center is operating effectively, the declining attendance may be the result of changing neighborhood conditions that have not, as yet, become pronounced. Early awareness of the nature of the changes will place a day care organization in a position to effectively prepare for them.

Services Not Rendered

A desirable business management practice is to keep records of all services requested but which were not rendered by the day care organization. These records should be compiled monthly and tabulated by categories. They are an excellent gauge of the unfulfilled service-needs of a community and provide a basis for future expansion of the day care organization's program.

An organization's waiting list suggests, by its size each month, something about the relation between available and needed day care service for the ages, ethnic groups, and income levels served by an organization. If its waiting list grows longer each month, it is reasonable to assume that a community's service is steadily falling behind its need.

If services are repeatedly requested that an organization does not offer, it may wish to more thoroughly study the extent of the need for these services. If the need is found to be extensive, an organization will want to bring it to the attention of the community and to work for the development of the needed services.

If many families are found to be ineligible for services according to an organization's eligibility criteria, it may wish to re-examine its criteria. If modified criteria would only increase the length of its already too-long waiting list, an organization may wish to explore possible service expansion with a community's social service planning body.

Transportation Costs

Any use of automobiles, vans, trucks or buses should be carefully recorded because costs of transporting those who use the day care service, personnel, equipment, and supplies should be carefully monitored as part of an organization's cost-control effort.

It is desirable for organizations to establish a cost-per-mile for each type of vehicle they use. The cost should include (in addition to the obvious gas, oil and lubrication), maintenance, license and inspection fees, insurance, repair and depreciation. Each component of a day care program should be charged for the transportation it uses.

Some organizations find it desirable to permit personnel to use their personal autos for company business and to reimburse them for their travel each month. The mileage allowance usually varies between eight and ten cents a mile. Occasionally, a lump sum for each employee is al-

lowed. The latter arrangement may be practical for small organizations in which a few staff members travel about.

Lump-sum allowances should be computed on a basis of the average number of miles each employee travels in a month. The allowances should be reviewed periodically to be certain that they are fair to both employees and an organization. If an organization begins to add more staff, the practice should probably be converted to one of reimbursement for actual miles traveled.

Mileage records should include spaces for date, destination, speedometer reading at beginning of trip and at end of trip, the account to which the trip is to be charged, and the name of the driver. The records should be reviewed and approved by each driver's supervisor, if it is for use of personal auto, or by the person who dispatches an organization's vehicles. Sometimes speedometers are inaccurately read and the charge for a trip is either too much or too little.

Vehicles belonging to an organization should have separate mileage records kept on them. There are many reasons for the practice, such as determining which vehicles are over-used or under-used, which are in need of a maintenance check-up or overhaul, which should be assigned to long or to short trips, and the like. But the most important reason for the practice is that it saves time for the clerical personnel who check the mileage charges. The sequential speedometer readings are easy to determine, so that mileage charges are more quickly and accurately computed.

Record Management

The collection, storage and retrieval of information within organizations has become so complex that new businesses and new technologies have evolved that specialize in designing systems for this purpose. It is not within the scope of this book to treat records management at length. However, day care organizations can take some simple measures to make information collection, storage and retrieval somewhat more orderly and perhaps less costly.

Record management begins at the points where information is obtained. In general, every piece of information that is obtained should have a definite purpose. Preferably, only information that will be used for many purposes or that will be repeatedly referred to should be collected initially. Information that **may** be required shoul only be obtained when or if the need for it be comes an actuality.

Standard forms should be develope that cover information required by every com ponent of the organization so that one interviewe can secure all of the information at one time.

Furthermore, components should b discouraged from developing their own forms Wherever possible, multiple-use forms should b developed. Labor and paper costs can often b reduced appreciably by eliminating many specia forms.

Reducing the amount of time spent i recording by professional and clerical workers ca reduce both the cost and the complexity of recor management. Some general guidelines are these

- Reduce narrative recording to the irreducible minimum.
  Process recording is an excellent tool for train ing and supervising inexperienced workers. Ex perienced workers should be encouraged t summarize their interviews and observations.
- Use summary sheets and forms for as many re cording tasks as possible.
- Use hand-written summaries and reports fo inclusion in the files wherever possible.
  It takes two persons' time if a worker dictates summaries for a typist to type for inclusion in records. When summaries and reports are to be sent outside an organization, copies can be dictated and typed.
- Study the relative cost of a photocopier, in cluding supplies and labor, and that of mimeo graphing or multiple-typings of records, memo randa, and the like.
  Photocopying is a more flexible reproduction system than is mimeographing or multiple typing. Letters, printed material, diagrams, and other material can be reproduced by photo copying, but not in other ways. However, all reproduction methods have their special uses. Day care organizations should determine which method, or methods, will be best for their purposes.

Storing records costs money. Therefore, organizations will wish to look at their storage practices with cost in mind. One recent President of the United States banned the purchase of file cabinets for one fiscal year. Day care organizations could possibly benefit from following his example.

Each day care organization will wish to study the records it presently keeps to establish

from its operating experience those that should remain in the files for extended periods of time, those that should be placed in dead storage, and those that should be discarded.

Records should be discarded if any applicable statutes of limitations have passed. An organization's books will provide a clear picture of the general financial operation for all of its years of operation. Invoices, cancelled checks, time sheets and similar supporting documents for an organization's books should be kept no longer than is required by law.

Memoranda of meetings, holidays, policy changes, and the like should be discarded immediately after the event occurs. Other records of an organization should reflect the actions announced by these memoranda.

A policy should be established as to how long family records should be retained. Organizations that are strongly rooted in the neighborhoods they serve may choose to keep records for as long as families reside in these neighborhoods. Organizations without such strong neighborhood orientation may deem it desirable to discard records after one, two or three years.

In general, all records, other than official documents of an organization, should be discarded as soon as their usefulness for current operation is finished, or as soon as they can be legally discarded. Minutes of the meetings of the governing board are official documents, as are directives from funding and regulatory bodies and from organizations for whom a day care organization is acting as an agent.

Records should be placed in dead storage in labeled cardboard boxes when they are either a year old or are not likely to be used during any six-month period. The cost of filing space saved will equal or exceed the cost of time spent securing an occasional record from dead storage.

Active files should be periodically cleared of records that can be either placed in dead storage or discarded. Samples of materials created by an organization that can be re-used or adapted for future use should be kept in one file that is centrally located.

Information from many records can be tabulated or summarized monthly, quarterly, semi-annually or annually. The tabulations or summaries can be retained in the active files while the supporting records can be placed in dead storage.

Records that are required by more than one component of a day care organization may be made more readily available at less cost if they are maintained in a central file.

Large, complex day care organizations or those engaging in extensive research may find that their record-management requires sophisticated techniques such as micro-filming or computer processing. These tools are helpful to those who understand their functions. They can make purposeful, intelligent, creative record-management easier; but, they often confound those who attempt to apply them to poorly conceived and poorly executed record-management systems.

Chapter XVII.
The Operations Manual

Everything set down in the preceding chapters leads to the compilation and use of operations manuals by day care organizations. An operations manual states the procedures by which a day care organization actualizes the policies and practices discussed in the preceding chapters. It provides an organized body of procedural information in place of a flood of memoranda and directives emanating from all components of an organization at different times and, often, operating at cross-purposes.

Operations manuals contribute to stable, effective, creative administration through standardizing operating procedures. Standardized procedures are invaluable tools for reducing procedural errors, for preparing employees to perform more tasks more competently, for increasing the independent functioning of employees, and for freeing supervisors from the necessity to oversee the performance of many routine activities.

Although operations manuals sometimes include organizations' policies in their contents, they more usually are devoted to procedures alone. Sometimes a separate manual for each component within an organization is helpful if an organization is large. However, the principles used in preparing any operations manual are the same.

Preparing an Operations Manual

Effective operations manuals are simple, clear, specific, and, usually include such information as the titles of persons who are responsible for performing each task, the limits on judgments to be made without consulting higher authority, and the sequence of steps to be taken in executing each task.

Manuals also provide samples of any forms used in executing the tasks described in them.

Preparing an operations manual begins with a thorough examination of a day care organization's policies to determine the tasks that will be repeatedly performed in executing each policy and where the responsibility for performing each one should be assigned. It is desirable for the heads of components and the executive officer to constitute an administrative committee to jointly engage in such examination. Some policies will be executed almost entirely by a single component of a day care organization while others will require that certain tasks be performed by one component, other tasks by another component and still others by a third component. Agreement as to which tasks will be executed by each component is essential. The agreement will be more easily reached if all components share in analyzing the tasks and in assigning the responsibility for their performance.

An example of a policy requiring that responsibility be shared among several components of an organization would be that of paying employees. Each component would have to be responsible for assuring that accurate records were kept of time worked by employees of the component. Each component would have to follow the time-keeping and certifying procedures agreed upon. Each would have to transmit its time records to the payroll department at the times agreed to. Each would have to notify the payroll department of employees who were ill, on vacation, receiving salary adjustments, or terminated. At the same time, the payroll department would have to be responsible for keeping individual records of earnings and deductions, and for issuing and distributing checks. It would have to be responsible for filing appropriate earnings records for all employees with the Interal Revenue Service.

Procedures for translating an organization's payment policy into the actuality of employees' receiving checks would need to consider operating conditions within each component, as well as within the payroll department. Perhaps the most convenient arrangement for a payroll department would be most unsuitable for other components of an organization. Perhaps a re-designed time sheet would permit employees to keep their own time, rather than requiring a supervisor to function as timekeeper, but the payroll department would need to confirm that any time-keeping method adopted would permit it to keep appropriate records.

Once tasks are identified and responsibility for their execution is assigned, the administrative committee will need to ascertain the sequence of steps required to accomplish each task. These steps should be clearly set down. Samples of forms that are relevant to each task should be provided and references should be made to them where appropriate.

For example, requisitioning supplies could be treated in a way similar to the following:

Requisitioning Supplies

Position executing procedure: Component Aide

Position responsible: Supervisor of Aide

General information: Requisitions for routine supplies sufficient for one week's operation will be submitted each Wednesday. Filled requisitions will be delivered to each unit each Friday.

Approval from a unit's supervisor must be obtained for requisitioning amounts of supplies in excess of a unit's average weekly need. Storeroom personnel have been instructed to supply only those amounts of items sufficient for one week's operation unless requisitions carry supervisory approval.

Steps

1. Determine the amount of each item required. (See Sample 1.—Approved Supply Inventory Sheet)
   a. Enter the amount of each item on hand in the "On Hand" column under the appropriate date on Approved Supply Inventory Sheet.
   b. Subtract the amount of each item on hand from the approved amount for each item. Enter the difference in the "Needed" column under the appropriate date. The figures appearing in the "Needed" column will be those entered on the requisition form after each item.
2. Complete requisition form in duplicate. (See Sample 2)
3. Take completed requisition and Approved Supply Inventory Sheet to supervisor for approval.
4. After supervisor signs requisition, place duplicate in requisition folder in file. Place original in inter-departmental mail box at reception desk.
5. Check mail box at 4:00 P.M. to assure that requisition has been picked up by mailboy. If it has not been picked up, notify receptionist, who will arrange for a special pickup.

When supplies are received:

1. Remove duplicate copy of requisition from file.
2. Count the number received of each item. Write the number received in the "Received" column after each item on the requisition.
3. Sign your name as having checked the supplies and put the date supplies were received in the appropriate spaces on the requisition.
4. Notify supervisor if the amounts received are either more or less than ordered.
5. Return requisition to file.
6. Place all items in their proper storage places.

Emergency Requisitioning

Unit supervisors are responsible for authorizing emergency requisitioning of supplies before 9:00 A.M. and after 4:00 P.M. (the normal storeroom business hours). The storeroom key will be issued to personnel other than unit supervisors only upon written authorization of a supervisor. Requisitions should be placed in the box labeled "After-hours Requisitions" to be found on the desk inside the storeroom.

Personnel who remove items from the storeroom on emergency requisitions should note the number of items removed in the "Received" column on the requisition and should sign their names in the space marked "Received by" on the face of the requisition.

When items are delivered to a unit, its duplicate emergency requisition should be completed in the same manner as are routine requisitions.

Sample 1.

APPROVED SUPPLY INVENTORY

Unit:_____ Supervisor:_____

Inventory amounts approved by:_____

Date of approval:_____

Item	Approved Amount	Inventory Date		Inventory Date		Inventory Date	
		On Hand	Needed	On Hand	Needed	On Hand	Needed

Sample 2.

SUPPLY REQUISITION

Unit:_____

Date ordered:_____ Approved by:_____

Date filled:_____ Filled by:_____

Date received:_____ Received by:_____

Checked by:_____

Stock Number	ITEM	Number Ordered	Number Received

An administrative committee may wish to test the clarity of the procedure it has written for each task by asking several persons who are not especially familiar with the tasks to follow the procedures as they are written. If these persons can accomplish the tasks by following the written procedures, a committee will have some assurance that others will be able to follow them.

Contents of An Operations Manual

In general, an operations manual should include a procedure for accomplishing every task that is performed repeatedly by more than one employee of a day care organization. Practically, those procedures which are covered in other manuals, such as those designed for governing boards, volunteers, parents, or day care home parents need not be included in an operations manual. Neither should material covered in an organization's personnel practices manual re-appear in its operations manual. However, appropriate references to each of these manuals should be included in operations manuals.

Operations manuals usually contain procedures for such tasks as these:

- eligibility determination;
- fee setting;
- enrollment;
- placement of children in care;
- safety;
- health and sanitation;
- referral, intra-agency and inter-agency;
- report compilation;
- fee handling;
- requisitioning;
- inventory control;
- curriculum planning;
- evaluation;
- record-keeping;
- time-keeping;
- compliance with directives of funding bodies and of contractors.

Other procedures for accomplishing organizational tasks will also need to be included. Each organization will best know those tasks which it will require its employees to perform.

Distribution and Use of Operations Manuals

If operations manuals are to serve their function, they cannot be placed in an organization's library or distributed only to key personnel. Operations manuals belong in every unit of an organization.

Each unit should be required to use its manual as an in-service training tool until every employee is thoroughly familiar with its contents and its use. Thereafter, an operations manual should be prominently displayed in each unit so that each employee can use it at will.

Units that commit frequent procedural errors and whose personnel are hazy about routine practices probably store their operations manuals in drawers or closets and take great pains to preserve their pristine freshness. Operations manuals should not be regarded as part of the Dead Sea Scrolls. They should be dog-eared, smudged and should fall open to those pages frequently consulted by unit personnel. They are basic tools that should be heavily used. The time spent incorporating use of operations manuals into the daily routine of day care organizations can only be regarded as a blue-chip investment that will unfailingly pay dividends.

Keeping Operations Manuals Current

An operations manual should be reviewed at least once a year to be certain that every procedure described in it is in keeping with current policies and practices within a day care organization.

Additions to and deletions from a manual should be a routine part of changing organizational policy or practice. The administrative committee should be called into session whenever changes in a manual are contemplated.

It is important to view an operations manual as a reflection of an organization's dynamic quality. Change can be more orderly, more rapid, more effective if it is routinely incorporated into an organization's manual.

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